Members' Guide to the BCTF 1982/83

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Goals of the BCTF

1. To help ensure that public schools provide for the continued intellectual, physical, social and emotional growth and development of each individual.

2. To promote the establishment and continued development in every school of sound learning and teaching conditions including the provision of adequate support services.

3. To work toward the integration of social and educational services that contribute to the welfare and development of children.

4. To encourage full public participation in determining the overall objectives of education at the provincial, district and school level.

5. To create public awareness of problems in society that hinder pupil growth and development and to stimulate the search for solutions.

6. To strive to eliminate from the school system discrimination on the basis of sex, race, religion, age, handicaps, economic status, marital status, sexual orientation, number of dependents or pregnancy.

7. To promote professional growth of teachers through the continuous development of pre-service, internship and in-service education.

8. To establish a code of ethics and professional conduct, criteria of qualification and criteria and procedures for the assessment of professional competence, and to ensure that teachers are effectively subject to the judgment of their peers in these matters, with guarantee of due process.

9. To ensure through the development of democratic processes professional autonomy for teachers and protection from capricious or malicious action, unjust regulations or the abuse of authority.

10. To maintain for teachers a level of status and economic standing appropriate to the responsibility of the profession.

Priorities for 1982-83

(as set by the 1982 Annual General Meeting)

1. That the priorities for the BCTF for 1982-83 be:

1. To protect the existing level of educational programs and quality of access to educational programs.

2. To protect and improve the job security, working conditions, and economic status of members.

2. (a) That the BCTF bargaining priorities for 1982-83 be to consolidate the 1981-82 bargaining gains and to continue to expand the scope of bargaining at the local level.

(b) That the focus of federation activities be:

i. co-ordination and support for bargaining the terms and conditions of employment into contracts at the local level and for effective administration of these contracts;

ii. support for local association actions up to and including job actions, taken to achieve bargaining objectives.

3. That the BCTF and its local associations take political action aimed at enhancing educational program quality and equality of access to educational programs.

Members' Guide

to the

B.C. Teachers' Federation

This publication is a manual of reference information on the BCTF. It consists of three parts.

Part 1 is the constitution and by-laws of the organization.

Part 2 is a compilation of the BCTF's policies and procedures, in the form of motions passed from 1953 to June 1982 by the Annual General Meeting and by meetings of the Representative Assembly, the Executive Committee and the former (until 1965) Consultative Committee.

Part 3 presents information about the federation, covering such topics as the BCTF's organization, services and history. Also included are sections on the teachers' pension plan, a list of other provincial teachers' organizations in Canada and a list of school districts and their officials.

1982 - 1983

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Part 1

Constitution and By-Laws

BCTF Constitution

Name

The name of the society is the British Columbia Teachers' Federation, hereinafter called the federation.

Objects

The objects of the federation shall be:

1. To foster and promote the cause of education in British Columbia.
2. To raise the status of the teaching profession in British Columbia.
3. To promote the welfare of the teachers of British Columbia.
4. To provide for the enlargement of the scope of the foregoing objects by permitting an alliance or affiliation to be made between the said society or corporation and any other society or corporation having objects similar to those of this society or corporation.
5. To organize and administer a Salary Indemnity Fund among its members.
6. To organize and administer a Benevolent Fund among its members.
7. To organize and administer such other subsidiary services as the Annual General Meeting may from time to time order.
8. To finance and administer programs to encourage the employment of teachers in numbers consistent with staffing ratios developed by the profession.
9. To finance and administer programs to foster effective teaching and appropriate learning conditions as approved by the profession.

Base of operation

The operations of the federation are to be carried on throughout the province of British Columbia but chiefly in its office located in Vancouver.

By-laws

By-law No. 1 — Membership

1.1 (a) All persons required by the B.C. School Act to be members of the federation shall be active members of the federation and of a local association.

1.1 (b) Persons not required by the School Act to be active members of the federation may, on application to the Executive Committee be granted active membership valid from the time of approval until the end of the membership year. Applications for membership in the subsequent membership year may be presented, and, if approved by the Executive Committee before September 30, active membership granted under this by-law will be deemed to have been continuing and may be approved by the Executive Committee in the same manner from year to year.

1.1 (c) Exclusions: Officials of the Ministry of Education, district superintendents of schools, superintendents of schools, assistant superintendents of schools and directors of instruction shall not be eligible for active membership in the federation.

1.2 Associate Membership may be granted by the Executive Committee on application and on payment of a fee, pursuant to by-law 4, according to the scale of fees then in force.

Associate membership shall be granted only to persons not eligible for active membership who hold a teaching certificate acceptable to the Executive Committee or occupy an educational or teaching position acceptable to the Executive Committee.

Associate members shall not be entitled to vote or to hold office.

1.3 Honorary Associate Membership without fee may be granted by the Executive Committee to honor distinguished service by persons who have ceased to be active members.

Honorary associate members shall not be entitled to vote or to hold office.

1.4 Honorary Membership may be conferred by resolution of the Annual General Meeting or of the Representative Assembly on any person, not a teacher, whom the federation wishes to honor.

Honorary members shall not be entitled to vote or to hold office.

1.5 Honorary Life Membership: An Annual General Meeting may confer on any member Honorary Life Membership in the federation. Honorary life members shall, while holding positions as teachers in the public schools of British Columbia, be accorded equivalent status, without payment of fee, to active membership.

1.6 Affiliate membership may be granted by the Executive Committee on application and payment of a fee, pursuant to by-law 4, according to the scale of fees then in force.

Affiliate membership shall be granted only to groups closely involved with education.

Affiliate members may not vote or hold office.

1.7 Members not in good standing shall be those active members who fail to pay fees or levies as prescribed in these by-laws.

Members not in good standing shall be subject to penalties pursuant to by-law 5.10.

By-law No. 2 — Voting

At all general meetings of any local association of the federation, voting rights shall be governed by the provisions of by-law 1.

The election of delegates to any general meeting of the federation and of geographical representatives shall be at a general meeting of the local association or of the sub-local association, as provided for in by-law 8.2. Notice of such meeting shall be given to every member of the local association entitled to vote, in accordance with the by-laws of the local association; in the absence of such provision notice shall be given to each member at his/her place of residence or business address not less than seven days before the meeting.

No local association shall include in its by-laws any provision denying the right to vote at any general meeting to any member entitled under by-law 1 to vote.

By-law No. 3 — Local Associations

3.1 The Executive Committee shall have the power to create local associations. Each local association shall adopt a constitution and by-laws to govern its operations. No clause in the constitution and by-laws of any local association shall be inconsistent with the constitution and by-laws of the federation.

Failure to observe the terms of this by-law may render a local association liable to sanctions contained in by-law 6.12.

3.2 A local association may make provision for the formation of sub-local associations. To qualify as a sub-local association for the purpose of by-laws 8 and 9 (representation at general meetings) each sub-local association must be approved by resolution of the Executive Committee of the federation. For the purpose of by-law 6 (representation at Representative Assembly), a sub-local association approved by resolu-

tion of the Executive Committee of the federation shall be considered a local association.

3.3 If two or more school districts amalgamate, the local associations in those districts shall amalgamate.

3.4 No person shall be a member of a local association who is not a member of the federation.

3.5 All active members of the federation, employed in the British Columbia public school system, shall be members of the local association organized in the school district by which they are employed. Where more than one local association exists in any school district, membership in the appropriate local association shall depend on the duties assigned by the employing school district.

3.6 Subject to by-law 3.7, active members who are Supervisors of Instruction or who are engaged in full-time employment in adult education shall be members of the appropriate local association.

3.7 Active members employed by more than one school district shall choose the local association of which they shall become members, but shall not be permitted active membership in more than one local association.

3.8 Associate and honorary associate members shall not be entitled to vote or to hold office in local associations.

By-law No. 4 — Fees and Levies

4.1 Each active, affiliate and associate member of the federation shall pay an annual fee. The annual fee shall consist of:

(a) an amount set by the Annual General Meeting of the federation, payable to the federation;

(b) for those members who are members of local associations, an amount set by a general meeting of each local association, payable to the local association.

4.2 The membership year shall be from July 1 and shall end on June 30 next following. The annual fee of each member is due and payable on July 1 of each membership year.

Each teacher shall be deemed to be an active member in good standing when he/she has paid or committed 10% of the set annual fee by September 30 or within 60 days of commencement of duties as a teacher.

Notwithstanding anything contained within the constitution and by-laws, a member shall not be deemed to be in good standing under this section unless outstanding fees and levies have been paid in full.

4.3 For expenses in connection with the attaining of the objects of the federation, any general meeting may make a levy upon the active membership of the federation; such levy shall be paid by each active member on or before a date to be determined by that general meeting or failing such determination, by the Executive Committee, and any member who fails to comply with this requirement shall not be in good standing until such levy is paid. Notwithstanding anything contained in these by-laws, no levy on the membership of the federation shall be made for the purpose of financing political parties and/or election campaigns of political parties.

4.4 The annual fee and any levy of the federation or any levy of a local association of the federation are debts due to the federation or the local association, as the case may be, and may be collected with costs of suit in the name of the federation or local association, as the case may be, in any court of appropriate jurisdiction.

By-Law No. 5 — Executive Committee

5.1 (a) There shall be an Executive Committee, which shall consist of a President, First Vice-president, Second Vice-president, an Immediate Past President and seven members-at-large. They shall be elected at the Annual General Meeting and shall take office on July 1 next following. Each member of the Executive Committee shall be a member in good standing entitled to vote. An Executive Committee member may be removed from office under the provisions of by-laws 5.10 and 7.2.

5.1 (b) Notwithstanding the foregoing, each member-at-large shall be elected for a term of two years. If for any reason a member-at-large leaves the position after only one year, a successor shall be elected to fill the unexpired portion of the two-year term.

5.1 (c) All members of the Executive Committee shall be eligible for re-election.

5.2 The Executive Committee shall meet at the call of the president. The president shall call a meeting of the Executive Committee on demand of a majority of its members.

5.3 Subject to by-laws 6, 8, 9 and 14, the Executive Committee shall exercise all the powers of the federation, the direction and supervision of the business and the conduct of the affairs of the federation.

5.4 Nominations: The Representative Assembly shall appoint a Nominating Committee, whose duty it shall be to nominate at least one member of the federation for each of the following offices:

(a) President;
(b) First Vice-president;
(c) Second Vice-president;

and to nominate as members-at-large at least as many members of the federation as are required to ensure that there shall be seven members-at-large.

Other nominations shall be accepted if in each case the nomination is by resolution of a local association or district council, or bears the signature of at least 10 members in good standing and entitled to vote, and is received at the office of the federation by January 31.

Notice of all nominations so received shall accompany the notice of meeting provided for in by-law 8.1.

Further nominations may be received from the floor of the Annual General Meeting.

5.5 If any member of the Executive Committee shall resign from office, or without reasonable excuse be absent from three consecutive meetings of the Executive Committee, or be suspended or expelled from the society, the Executive Committee shall declare the office vacated.

Whenever a vacancy shall occur in the Executive Committee, the vacancy shall be filled by appointment by the Representative Assembly until June 30 next following the next Annual General Meeting.

If the term of office of the member creating the vacancy would expire on June 30 following and the vacancy arises after the Annual General Meeting has adjourned, no appointment shall be made to fill the unexpired term of office.

5.6 The Executive Committee may appoint advisory committees and create sections or departments to carry on the activities necessary for the attainment of the objects of the federation. The powers and duties of advisory committees, sections or departments shall be such as may from time to time be prescribed or approved by the Executive Committee.

No action shall be taken by any advisory committee, section or department without the authorization of the Executive Committee.

5.7 Investigation Committee: When required, the Executive Committee shall appoint an investigation committee, which shall consist of a chairperson and not fewer than two other persons. Investigation committee members shall be voting members of the federation in good standing.

5.8 The Executive Committee shall have the power to appoint, fix the remuneration of, and dismiss the executive director. The executive director shall be responsible to the Executive Committee. In consultation with the president, the executive director shall carry out the duties assigned to him/her; and without limiting the generality of the foregoing, the executive director shall assign the duties and direct the activities of all employees of the federation; shall have charge of the archives of the federation; shall designate as confidential and preserve the confidentiality of files containing information about individual members; shall cause to have prepared and preserved a record of all meetings of the federation, the Executive Committee, and the Representative Assembly.

5.9 The Executive Committee shall have the power to appoint, dismiss, and, subject to the terms of any applicable contract or collective agreement, fix the remuneration and working conditions of employees engaged to perform the duties of the administrative staff of the federation. It shall also have the power to appoint, dismiss, and subject to the terms of any applicable contract or collective agreement fix the remuneration and working conditions of employees engaged to perform the duties of the non-administrative staff of the federation.

For purposes of this by-law, the Executive Committee may determine by resolution whether any employee is within the administrative staff or within the non-administrative staff of the federation.

The Executive Committee may by resolution delegate to the executive director the power to appoint, dismiss and, subject to the terms of any applicable contract or collective agreement, fix the remuneration and working conditions of employees engaged to perform the duties of the non-administrative staff of the federation, or specified classes thereof.

provided always that the exercise of such delegated power by the executive director shall be reviewed by the Executive Committee.

The Executive Committee is empowered to enter into contracts in respect of remuneration and conditions of employment with groups representing employees of the federation, and is empowered to enter into a collective agreement or agreements with trade unions duly certified to represent such employees pursuant to the Labor Code of B.C.

5.10 Notwithstanding anything contained in these by-laws, but without submitting the question to the Investigation Committee, the Executive Committee shall be empowered to:

(a) suspend any benefits of membership in respect of, or
(b) suspend the membership of, or
(c) terminate the membership of

any member not in good standing as defined in by-law 1.7.

The decision of the Executive Committee shall be subject to appeal as prescribed in by-law 7.2.

5.11 The Executive Committee shall nominate one or more Canadian chartered banks, or any branch or branches thereof, and/or the B.C. Teachers Credit Union to be the bankers of the federation, and shall from time to time by resolution designate signing officers for banking purposes, who shall include the treasurer or, in his/her absence, a person designated by the Executive Committee and at least one of: the president and vice-presidents.

5.12 The treasurer, or, in his/her absence, a person designated by the Executive Committee and at least one of the president and vice-presidents jointly be and are hereby authorized and empowered on behalf of the federation to invest and reinvest any monies of the federation in any one or all of the securities as defined by the B.C. Trustee Act and/or Teachers' Investment and Housing Co-operative certificates of loan.

5.13 District Councils: The Executive Committee may provide for the establishment of a district council in any geographical area. The members of the district council shall be voting members of the federation employed in th. geographical area. The powers and duties of the district council shall be such as may be from time to time prescribed or approved by the Executive Committee. No clause of the constitution and by-laws of a district council shall be in any way inconsistent with the constitution and by-laws of the federation.

5.14 Provincial Specialist Associations: The Executive Committee may give approval at any time to the organization, within the federation, of provincial associations of persons with special educational interest, provided that no clause of the constitution and by-laws of any such specialist association conflicts with the constitution and by-laws of the federation and provided that membership in any such specialist association be voluntary and open to any member of the federation.

5.15 When a program budget has been established by the Representative Assembly in accordance with by-law 6.10, the Executive Committee may authorize expenditure beyond any general item of the program budget only by a resolution assented to by a majority of at least two-thirds of the Executive Committee.

5.16 Borrowing Powers: The Executive Committee shall have power to borrow from any person or persons any sum or sums of money, and for that purpose shall be entitled to charge the assets of the federation either by way of mortgage, lien or otherwise, provided, however, that such power as aforesaid shall not be exercised except if it be assented to by at least two-thirds of the Executive Committee.

5.17 The Executive Committee shall be empowered to grant legal aid to any member. Within 60 days of the receipt of the decision of the Executive Committee the member may notify the executive director in writing of his/her dissatisfaction with the decision, and the executive director shall notify the Committee of Ombudspersons to review the circumstances and report to the Federation Appeals Board. The Federation Appeals Board shall consider the report, and its decision pursuant to by-law 7.4 shall be final.

The Executive Committee may, in the event that it considers that a request for legal aid by any member of the federation would involve the Executive Committee or a member or members thereof in a conflict of interest, refer such request directly to the Committee of Ombudspersons to review the circumstances and report to the Federation Appeals Board as aforesaid.

5.18 Except by majority vote of the Annual General Meeting, no member of the Executive Committee shall receive remuneration for services as a member of the Executive Committee, but nothing herein shall preclude the federation from reimbursing members of the Executive Committee for expenses incurred in the business of the federation.

By-law No. 6 — Representative Assembly

6.1 The Representative Assembly shall consist of the geographical representatives and the members of the Executive Committee, but any decision at a meeting of the Representative Assembly shall be by vote of the geographical representatives only.

The Representative Assembly may, either at its own discretion or at the request of the Executive Committee, advise the Executive Committee on any question affecting federation policy. It may authorize or prohibit any proposal of the Executive Committee for action which is deemed to be contrary to, or beyond the scope of, federation policy. To these ends, the Representative Assembly will adopt procedures to enable geographical representatives to have access to documentation provided to members of the Executive Committee.

6.2 The Annual General Meeting may, from time to time upon recommendation of the Executive Committee or the Representative Assembly, fix the number of geographical representatives and the number of voting cards to which each local association is entitled.

6.3 All geographical representatives shall be elected on or before June 30 of each year and shall take office on July 1 following. Each local association shall, in accordance with by-law 2, elect a geographical representative or representatives in such number as prescribed by the Annual General Meeting.

6.4 Each geographical representative must be a member in good standing of the federation, entitled to vote, and a member of the local association by which he/she is elected.

6.5 Should any local association fail to elect the required number of geographical representatives, the Executive Committee shall have the power to appoint geographical representatives from that local association. Appointed geographical representatives shall be qualified in the same manner as prescribed in by-law 6.4.

6.6 Should an elected or appointed geographical representative cease to be eligible to hold office, he/she shall, ipso facto, cease to be a member of the Representative Assembly and his/her successor shall be elected in accordance with these by-laws.

6.7 Should an elected or appointed geographical representative be unable to attend a meeting of the Representative Assembly through illness or other unavoidable cause, the president or another authorized agent of the local association that he/she represents may appoint a substitute, who shall have the same qualifications prescribed in by-law 6.4, to represent that geographical representative, provided that the president or other authorized agent of the local association informs the executive director of the name of such appointee. At the meeting of the Representative Assembly attended, such a substitute shall have the same duties and powers as those of a regular geographical representative.

In the event that a geographical representative or substitute cannot remain in attendance throughout the course of a meeting of the Representative Assembly, he/she may designate another geographical representative (or substitute, appointed pursuant to this by-law) from the same local association to hold and exercise the voting rights of the voting card or cards that he/she has been assigned, during such absence.

6.8 In the exercise of all powers assigned to it by these by-laws, the Representative Assembly shall be subject to a review, if demanded, of a general meeting of the federation. Such a review shall be initiated only by the Executive Committee or through the Executive Committee upon written request of at least five local associations, following adoption of resolutions to that effect passed by general meetings of those local associations, provided always that notice of such review shall accompany the notice of meeting provided for in by-law 8.1.

6.9 The Representative Assembly shall meet at the call of the president. The president shall call a special meeting of the Representative Assembly upon the demand in writing of at least 20% of the geographical representatives.

6.10 The treasurer shall prepare annually a draft program budget of anticipated revenue and expenditure for the forthcoming year for presentation to the Representative Assembly. The Representative Assembly shall consider such draft and, with such amendments as it deems necessary, shall adopt a program budget. No expenditure in excess of the program budget so adopted shall be made except in accordance with by-law 5.15, or in accordance with subsequent amendments to the program budget that may be made by resolution of the Representative Assembly.

6.11 Committee of Ombudspersons: The Representative Assembly shall elect a committee of ombudspersons, which shall consist of a

chairperson and four other members. The ombudspersons shall be active members in good standing.

The Committee of Ombudspersons shall investigate and report on all matters referred to it in accordance with the policies of the federation.

6.12 Notwithstanding anything contained in these by-laws, the Representative Assembly shall have the power to reprimand or suspend any local association of the federation which, in the opinion of the Representative Assembly, has been guilty of conduct harmful or prejudicial to the interests or objects of the federation, provided, however, that such local association shall have the right to appeal from the decision of the Representative Assembly to the next general meeting (either annual or special), which may confirm, reverse or modify such decision.

6.13 The Representative Assembly shall undertake such further duties as may from time to time be assigned to it by a general meeting of the federation.

By-law No. 7 — Judicial Committee and Federation Appeals Board

7.1 There shall be a Judicial Committee, which shall consist of nine persons who shall be voting members of the federation in good standing. The members of the Judicial Committee shall be elected at a meeting of the Representative Assembly. A quorum of the Judicial Committee shall be a majority of the committee, and a decision of the committee shall require a majority of the entire committee.

7.2 Notwithstanding anything contained in these by-laws, the Judicial Committee shall have power to:

(a) terminate the membership of any member, or
(b) suspend the membership of any member, or
(c) reprimand any member

who, in the opinion of the Judicial Committee, has been guilty of conduct harmful or prejudicial to the interests of the federation or guilty of a breach of the code of ethics, provided, however, that the decision of the Judicial Committee as to guilt or sentence may be appealed by the member charged if written notice of a request for an appeal is filed with the general secretary within sixty (60) days of the receipt by the member of the order(s) of the Judicial Committee. The Federation Appeals Board will hear the appeal and may confirm, reverse or modify the decision of the Judicial Committee. The decision of the Federation Appeals Board shall be final.

Before exercising its power aforesaid, the Judicial Committee shall proceed in accordance with by-law 16.

7.3 There shall be a Federation Appeals Board, which shall consist of 25 persons who shall be voting members of the federation in good standing. The members of the Federation Appeals Board shall be elected at a meeting of the Representative Assembly. A quorum of the Federation Appeals Board shall be 15 members and a decision of the board shall require approval of a majority of the members in attendance.

7.4 The Federation Appeals Board shall be a board of appeal for members of the federation against decisions of the Executive Committee made pursuant to by-law 5.10 and the decisions of the Judicial Committee made pursuant to by-law 7.2. The Federation Appeals Board will consider the reports of the Committee of Ombudspersons pursuant to by-law 5.17 on decisions respecting the grant of legal aid. The Federation Appeals Board may confirm, reverse or modify any decision referred to it under this section. The Federation Appeals Board may adopt rules governing the conduct of appeals but rule changes may not be made during an appeal. Any decision of the Federation Appeals Board shall be final and notwithstanding any other provision in these by-laws there shall be no appeal of a decision of the Federation Appeals Board to the Representative Assembly or to an Annual General Meeting.

By-law No. 8 — Annual General Meeting

8.1 The Annual General Meeting of the federation shall be held during the month of March or April at a time and a place to be fixed by the Executive Committee. Notice of the time and place of every Annual General Meeting, a balance sheet, a statement of income and expenditures, and every special resolution shall be sent to every member as prescribed by the Society Act by publication in the *BCTF Newsletter*.

8.2 The voting body of an Annual General or Special General Meeting shall consist of the geographical representatives, the members of the Executive Committee, and delegates from each local association elected in accordance with by-law 2. Each local association shall have the right to representation at the meeting in the proportion of one voting delegate for each 0.2%, or fraction thereof, of the total voting membership of the federation as of December 31, who are voting members of the local association. When a local association includes one or more sub-local associations, each sub-local association shall have the right to representation at the meeting in the proportion of one voting delegate for each 0.2% or fraction thereof, of the total voting members of the federation who are voting members of the sub-local association, without prejudice to the rights of representation of the members of the local association who are not members of the sub-local association.

Active members of the federation who are not members of any local association may select voting delegates to represent them in like proportion.

Notwithstanding the provisions of by-laws 1 and 2, Honorary Associate Members are hereby empowered to select delegates to represent them in like proportion. Such delegates shall be entitled to vote only on resolutions concerning pensions.

Delegates or geographical representatives from a local association may designate either a delegate from the same local association or a geographical representative from the same local association to hold and exercise the voting rights of the voting card or cards assigned to him/her provided that the Annual General Meeting may by resolution limit the number of voting cards that may be held and voted by a delegate or Geographical Representative, and provided further that local associations may, by resolution of a general meeting, establish rules regulating such transfers of voting cards.

8.3 The Annual General Meeting shall, in accordance with by-law 5, elect the members of the Executive Committee and shall adopt policies and prescribe procedures for the attainment of the objects of the federation.

8.4 The Annual General Meeting shall set fees and may allocate any part thereof to special funds pursuant to the objects of the federation.

8.5 The business of the Annual General Meeting shall include:

1. Receipt of reports.
2. Receipt of financial statements.
3. Nomination and election of officers.
4. Appointment of auditors.
5. Setting of fees and allocation of any part thereof to special funds operated pursuant to the objects of the federation.
6. Adoption of policies and prescription of procedures for the attainment of the objects of the federation.
7. Such other business as may properly be brought before the Annual General Meeting.

By-law No. 9 — Special General Meeting

A Special General Meeting shall be held:

1. On the decision of the Executive Committee, or
2. At the call of the Executive Committee when directed by the Representative Assembly, or
3. Upon written request of at least five local associations representing not less than 10% of the voting members of the federation, following adoption of resolutions to that effect passed by general meetings of those local associations, at a time and place to be fixed by the Executive Committee. Notice of the time and place of every special general meeting, together with notification of all matters to be proposed at such meeting shall be sent to every member entitled to vote as prescribed by the Society Act or by publication in the *BCTF Newsletter*.

By-law No. 10 — Powers of the President

10.1 The president shall be the presiding officer of the federation, and shall also be a member, ex officio, of all committees and sections appointed by the Executive Committee. He/she shall have general supervision of all matters and affairs of the federation. In the absence of or disability of the president, his/her duties shall be performed by the first vice-president, or in turn, in his/her absence or disability, by the second vice-president.

By-law No. 11 — Duties of the Treasurer

11.1 (a) The treasurer shall hold office at the pleasure of the Executive Committee. He/she shall sign and execute all instruments pertaining to the responsibilities as treasurer in the name of the federation as authorized to do so by the Executive Committee.

11.1 (b) He/she shall be the legal custodian of the property of the federation.

11.1 (c) He/she shall have the care and custody of all monies of the federation whether as membership fees or otherwise and shall deposit same in the B.C. Teachers Credit Union or in such banks as shall be designated by the Executive Committee, and shall disburse and dispose of the same at the order of the Executive Committee.

11.1 (d) He/she shall keep or cause to be kept a proper set of books of account of the federation and shall exhibit the same to the Executive Committee or to the Representative Assembly when required.

11.1 (e) He/she shall submit at the Annual General Meeting a report of the accounts and financial condition of the federation and of all monies received and expended by him/her. This report shall accompany the notice of meeting provided for in by-law 8.1.

11.1 (f) He/she shall present annually to the Representative Assembly for its approval a budget in accordance with by-law 6.10.

11.1 (g) He/she shall be required, when requested by the Executive Committee, to execute a bond for the faithful discharge of his/her duties in such sum as the Executive Committee may require, the premiums of such bond to be paid from the funds of the federation.

By-law No. 12 — Quorum

A quorum of the Executive Committee or the Representative Assembly shall be a majority of the members thereof.

A quorum of a general meeting of the federation shall be 20% of those persons entitled to vote.

By-law No. 13 — Seal

The seal shall be kept in the custody of the treasurer and shall not be affixed except by authority of a resolution of the Executive Committee and in the presence of such officers as may be prescribed in and by such resolution, or (if no officers are prescribed by the resolution) in the presence of the treasurer and the president or one of the vice-presidents.

By-law No. 14 — Referendum

The Executive Committee may at its discretion, and shall when directed by a general meeting or the Representative Assembly submit to the voting members any questions affecting the interests of the federation. A vote on such questions shall be taken by mail, but no action shall be taken by the Executive Committee except as authorized by a majority of those voting.

By-law No. 16 — Discipline

The federation shall prepare and adopt a code of ethics to govern the professional conduct of its members, which code shall be binding on every member of the federation. The code of ethics may be amended only at an Annual or Special General Meeting by special resolution passed by a three-quarters majority and in accordance with the provisions of the Society Act.

Charges of breach of the Code of Ethics or of conduct harmful or prejudicial to the interest of the federation may be initiated by members, local associations, district councils, the federation or the public within six (6) months of the action or event relied upon to support the charge, and shall be referred to an investigation team consisting of at least three (3) members of the Investigation Committee appointed pursuant to by-law 5.7. The investigation team shall report its findings to the Judicial Committee.

By-law No. 17 — Special Funds

The federation, through a general meeting, may create a Salary Indemnity Fund, a Benevolent Fund or any other fund designed to promote the general welfare of the members. The regulations governing the operation and administration of such funds shall be determined by the Executive Committee.

By-law No. 18 — Examination of Books and Records

All books, documents and other records shall be kept in the office of the federation. With the exception of those books, documents or records containing information confidential to members or former members, these books, records and documents may be examined by any member upon his/her giving to the executive director due notice in writing to that effect.

Nothing hereinbefore contained shall prevent the examination by a member of books, documents and records concerning that member, that have been designated by the executive director under by-law 5.8 as confidential.

By-law No. 19 — Rules of Order

All meetings of the federation and its local associations shall be governed by rules of order adopted at an Annual General Meeting. Local associations are empowered to adopt additional rules not inconsistent with those adopted by the Annual General Meeting.

By-law No. 20 — Amendments to the Constitution and By-laws

This constitution and by-laws may be amended only at an Annual or Special General Meeting by special resolution passed by a three-quarters majority and in accordance with the provisions of the Society Act.

Part 2

Policies and Procedures

Foreword

This part of the booklet is a compilation of policy and procedure motions passed from 1953 to June 1982 by Annual General Meetings, the Representative Assembly, the Executive Committee and the former Consultative Committee.

With the exception of section 2, reference to minute pages are restricted to the original and most recent reference for each statement, unless an Annual General Meeting statement has been acted upon by another body later. In such cases three references appear: (1) the original, (2) the most recent AGM, and (3) the most recent reference by the other body.

Abbreviations used in the references are as follows: AGM means Annual General Meeting; RA means Representative Assembly; Ex means Executive Committee; Cons means Consultative Committee. (The latter committee ceased to function in 1965.)

Definitions of "Policies" and "Procedures"

The notation "reviewed" in a reference means that the Executive Committee has examined the statement and decided that it is worth retaining. Each statement is reviewed at least once every five years.

The statements appear in two categories, "policies" and "procedures." **Policy statements** are statements of objectives the BCTF wants to attain or retain, and/or beliefs expressed by the BCTF on any matter. They deal with matters over which the BCTF does not have complete control (a government, university, school board or other organization is involved). **Procedure statements** are statements of practice adopted or regulations established by the BCTF to handle business over which it does have complete control.

In each section or sub-section any statements of policy appear first, in *italic* type. The statements of procedure follow, in roman type. To further distinguish the two kinds of statements, the last digit in the numbers of policy statements is odd; that of numbers of procedure statements is even.

Organization of Part 2

Each year the Policies and Procedures Committee examines every motion in every set of minutes of the Executive Committee, the Representative Assembly and the Annual General Meeting, to decide which of those motions will be included in the next year's compilation of policies and procedures and, if so, where. When the committee examines a motion, it decides whether or not the motion fits either of the definitions quoted above. If the motion does, it becomes a policy or procedure statement in the section the committee decides is most appropriate. If the motion does not fit the definition, it does not get included in next year's statements.

In deciding the section in which to place a statement that does fit the definitions, the committee bases its decision on where it thinks most teachers will look for the statement.

The headings used in this policies and procedures section do not necessarily correspond with the names or areas of work of committees or task forces. The headings are those the Policies and Procedures Committee has devised over the years to categorize the various statements. The committee has tried to use descriptive headings that will help teachers find the statements.

A recommendation of a committee or task force that is approved by an appropriate body will be assigned to whatever section the Policies and Procedures Committee believes is the most appropriate. That section may or may not be one that corresponds with the name of the committee or task force.

Motions not Included

Each year there are many motions that do not go into the policies and procedures section of this booklet. Here are several types of motions that do not fit the definitions of policy or procedure and are therefore not included:

- procedural motions — table, postpone, refer, etc.;
- instructions — something be done (or not done), something to be continued (or discontinued), legal aid be given or denied, a study be made, a letter be written, a document be distributed, etc.;
- endorsements or approvals of such things as briefs to government or other agencies, strategic or action plans of committees/task forces, terms of reference of committees, task forces, position papers for discussion with other agencies, points of view to be expressed by BCTF representatives or delegations, programs and/or budgets of committees/task forces, and statements or briefs or other organizations;
- appointments — to BCTF committees/task forces, as BCTF representatives to other agencies, etc.;
- statements approved in principle.

Purposes of Part 2

This compilation of policies and procedures has two purposes:

1. to serve as a ready reference on BCTF policies and procedures, and
2. to establish a point of reference from which future resolutions can flow. Local associations are encouraged to submit resolutions at any time of the year to the appropriate BCTF committees, rather than to wait for the fall months to submit resolutions for the AGM. The committees can usually take action on the resolutions within a short time.

Resolutions intended for the AGM must be submitted to the BCTF office by December 15. (See Section 3.C for detailed information on resolutions.)

If possible, resolutions should refer to specific statements in this booklet. Resolutions should ask "That statement (number) be amended to read . . ." or "That statement (number) be deleted."

Additional BCTF procedures are contained in the federation's by-laws, printed as part 1 of this booklet.

How BCTF Policies are Formulated

The Annual General Meeting is the sovereign policy-making authority within the federation. This does not mean that the AGM is a policy-making body. Actually it is a policy-approving body, deciding for or against issues after debating resolutions referred to it by local associations or recommendations submitted by committees.

The federation's committees are appointed by the Executive Committee and are responsible to it. The Executive Committee and Representative Assembly may submit recommendations to the AGM for policy determination. The AGM may adopt, reject or amend any recommendation or resolution placed before it. The AGM is therefore essentially a policy-approving or determining body rather than a policy-initiating one.

The AGM is made up of voting delegates elected by local associations in the ratio of one delegate for each 0.2 per cent, or fraction thereof, of the total active membership of the BCTF who are members of the local association. In this way the active members control the policies of their organization.

If any policy adopted through a resolution were traced back to its source, its origin would probably be in the mind of an individual member, who concluded, as a result of experience or of reflection on problems confronting teachers, that BCTF policy was lacking or deficient on a particular issue. The member would have raised the matter for debate at a local association meeting and the local association, in turn, would have passed a resolution for reference to an AGM. Similarly, an individual member serving on a BCTF committee is often the source of a particular recommendation passed by the committee for reference to an AGM. Every individual member can therefore initiate policy.

The BCTF by-laws give broad powers in certain specified areas to the Executive Committee. The Executive Committee generally exercises "all the powers of the federation, the direction and supervision of business and the conduct of the affairs of the federation." These powers are exercised, however, subject to the action of a general meeting of the federation. Should a general meeting believe that the Executive Committee has in any way abused its authority, it may censure the executive, countermand its decisions, or amend the by-laws to limit or remove any powers of the Executive Committee.

The Executive Committee is also subject to the advice and direction of the Representative Assembly. The latter has specific responsibility assigned to it (Statement 26.B.04), including the right to authorize or prohibit any action proposed by the Executive Committee that is beyond the scope of, or contrary to, BCTF policy.

The executive director and the other staff officers have no powers in policy determination. They may and do suggest policy and offer advice on policy matters, but may not move or second resolutions and have no vote. They do not determine policy; they carry out the policies adopted by the Annual General Meeting, the Representative Assembly and the Executive Committee.

1. ADMINISTRATION AND SUPERVISION

A. PRINCIPLES OF SUPERVISION

POLICIES

1.A.01—*(a) A supervisor, to be effective, must enjoy the confidence of those supervised.*

(b) Qualified teachers, as professional people, should accept responsibility for self-direction. They are not likely to do their best work under autocratic direction. (55 AGM, pp. 11-12) (74 AGM, p. 57) (Reviewed Feb 79 Ex, p. 10)

1.A.03—*(a) That the BCTF is, in general, against centralized provincial direction and control, and opposed to the idea that teachers as professional persons need close supervision.*

(b) That the BCTF is, in particular, against the appointment of any provincial co-ordinator in any subject or in any broad field area.

(c) That the BCTF, because of its support of curriculum decentralization, does approve, where the need for special assistance has been well documented, the provision of consultative help on a local and/or regional basis. (60 AGM, pp. 20-21) (75 AGM, p. 5) (Reviewed Dec 79 Ex, p. 14)

1.A.05—*That, in the appointment of supervisory personnel, full cognizance should be taken of the background of experience and the personality of the persons concerned so that the most suitable appointments can be made, and no discrimination should be made on the basis of sex.* (62 AGM, p. 31) (Reviewed Dec. 79 Ex, p. 14)

1.A.07—*That teachers appointed to elementary administrative positions should be required to have had recent elementary teaching experiences.* (Jan 80 RA, p. 18)

1.A.09—*That teachers appointed to secondary administrative positions should be required to have had recent secondary teaching experience.* (Jan 80 RA, p. 22)

1.A.11—*That the terms of reference for all supervisory positions and/or positions of special responsibility should be mutually agreed upon by the school board and local associations.* (May 70 RA, p. 18) (73 AGM, p. 68) (Reviewed Dec 79 Ex, p. 14)

1.A.13—*That school boards should employ a vice-principal or, at the request of the teaching staff, grant alternative administrative organization recommended by the staff, in each school of 10 or more teachers.* (54 AGM, pp. 8-9) (73 AGM, p. 68) (Reviewed Dec 77 Ex, p. 12)

1.A.15—*That school boards should make available to principals adequate assistance to allow them to carry out their supervisory and administrative duties.* (56 AGM, p. 28) (73 AGM, p. 68) (Reviewed Jan 78 Ex, p. 3)

1.A.17—*That supervised teaching staff should be represented in the selection of supervisory personnel.* (74 AGM, p. 57) (Reviewed Feb 79 Ex, p. 10)

1.A.19—*That supervisory service should be reviewed regularly by the supervised teaching staff.* (74 AGM, p. 57) (Reviewed Feb 79 Ex, p. 10)

1.A.21—*That the School Act should be amended to allow for a process that would include consultation with local associations, school staffs and school community representatives prior to board selections for administrative positions.* (May 75 RA, p. 11)

1.A.23—*That administrators should average one-fifth time in the classroom over a five-year period.* (77 AGM, pp. 17-18)

1.A.25—*That the School Act should be amended to read: "That a teacher shall not be assigned as a supervisor (as defined in School Act regulation 48) for a term exceeding five years, and at the end of each such term, a supervisor shall be required to return to the classroom for at least one year before seeking re-appointment."* (78 AGM, p. 41)

1.A.27—*That the School Act should be amended to allow school staffs to use an electoral process to choose their administrators.* (79 AGM, p. 28)

PROCEDURES

1.A.02—That when a teacher believes that anyone in a supervisory position is acting beyond his/her powers,he/she may communicate with the executive director, who shall deal with it in the same way as any other case that might ultimately be investigated by the Professional Relations Advisers Committee. (64 AGM, pp. 8-9) (Reviewed Dec 79 Ex, p. 14)

1.A.04—That school boards be encouraged to provide a school with a list of candidates to identify staff preference when a school administrator is to be appointed. (78 AGM, p. 40)

1.A.06—That school staffs be encouraged to develop criteria for selection of school administrators and pursue representation on a short-list interviewing committee whenever appointments are to be made. (78 AGM, p. 40)

B. REPORTING ON TEACHERS

POLICIES

1.B.01—*That any report made on any teacher or substitute teacher shall be in writing and that a copy of this report shall be given to the teacher or substitute teacher concerned.* (75 AGM, p. 95) (Reviewed Dec 79 Ex, p. 14)

1.B.03—*Interim Procedures for Reporting on Teachers*

Note: See Appendix A for criteria for judging the competence of teachers.

1. A report shall be written only after the "evaluator" has undertaken personal observation extensive enough to qualify him/her to make a judgment of the service.

—In the case of a principal, this shall be through a number of supervisory visits to the classroom as well as through observation of the general work of the teacher in the school.

—In the case of a district superintendent or director of instruction, this shall be through a number of supervisory visits to the classroom over a reasonable period of time.

2. Principals, district superintendents and directors may discuss the work of a teacher and may consider jointly what steps should be taken to correct any weakness observed, but formal reports of each shall be written independently.

3. A district superintendent or a director of instruction may be aware of the report of a principal but his/her report shall be based only on his/her personal observations.

4. Reports shall place emphasis on evaluation rather than on general judgments, and this evaluation shall relate directly to the criteria of teacher evaluation adopted by the BCTF.

5. In reports on classroom teachers the report shall contain an assessment of the learning situation in the teacher's classes and such recommendations for improvement therein as may be considered necessary.

6. Reports shall normally be on the teacher's assignment in his/her prime areas of expertise.

7. If a report does not cover all aspects of the assignment because all aspects have not been observed, this shall be noted in the report.

8. Reports shall reflect any discrepancies between the teacher's assignment and his/her professional training and preference of teaching subjects and grades.

9. There shall be no reporting involving any standard checklist.

10. A teacher who, by the 31st day of March, requests either the principal or district superintendent to provide a report with respect to himself/herself shall be provided with such.

11. Reports shall normally be filed by the last school day in April.

12. Before finalizing his/her report the "evaluator" shall arrange for a discussion between himself/herself and the person being reported on of a draft copy to provide an opportunity of pointing out any errors of fact. This discussion shall be solely between the "evaluator" and the person concerned.

13. A copy of the report by any person shall be given to the person reported on. A report must be signed by both parties, the evaluator and the person being evaluated, to confirm the authenticity of the report. In the case of either party refusing to sign, another independent body, acceptable to himself/herself and the evaluator, shall conduct an evaluation. This will constitute the final report.

14. The person about whom a report is written by a principal, a district superintendent or a director shall have the right to submit to the author of the report a commentary on the report, and the author of the report shall file both his/her report and the commentary jointly, or subsequently file a copy of the commentary with all parties who received a copy of the report.

15. When the reports of a principal and district superintendent and/or director provide contrary assessments, the person reported on shall have the right to an inspection and a report by a third person acceptable to himself/herself and the district superintendent. (Feb 74 Ex, p. 8) (74 AGM, pp. 17-18) (Reviewed Feb 79 Ex, p. 10)

1.B.05—*That there should be no regular reporting on teachers.* (Sept 69 RA, p. 6) (Reviewed Feb 79 Ex, p. 11)

1.B.07—*That the evaluation of teachers should be based on the assumption of professional competence and, hence, formal evaluation should not occur unless the assumption is questioned or a formal evaluation is requested by the teacher.* (80 AGM, pp. 21-22)

1.B.09—*That the evaluation procedure prescribed by the School Act be used to resolve doubt when it arises regarding the professional competency of a teacher.* (Jan 81 RA, p. 13)

1.B.11—*That the School Act should be amended to provide that, where there is a conflict in the written report of the district superintendent and the supervising principal, the conflict will constitute a defence against dismissal under section 123 of the School Act.* (May 73 RA, pp. 16-17) (Jan 76 RA, p. 22)

1.B.13—*That the School Act Regulations should be amended to include the following procedures for reporting on teachers:*

1. Before any report on a teacher is filed, provision be made for that teacher to countersign it.

2. If the report is filed unsigned by the teacher, within seven days, the teacher shall be provided with a comment form. Within 14 days, the teacher shall send copies of this comment form to the report writer, the Ministry of Education, the BCTF and retain one copy.

3. In the case of a disputed report, either party may request a further report to be written by a person acceptable to both the BCTF and the Ministry of Education. (May 74 Ex, p. 6) (Reviewed Feb 79 Ex, p. 12)

1.B.15—*That the Regulations pursuant to the School Act should be amended to provide that there be two copies of reports on teachers by principals with one copy being given to the teacher and the other being provided to the office of the superintendent of schools.* (May 81 Ex, p. 14)

1.B.17—*That Ministry of Education consultants in all specialist areas should be relieved of report-writing responsibilities.* (Aug 75 Ex, p. 20)

1.B.19—*That the School Act and/or its regulations should be amended to make it the right of each BCTF member to have open access to his/her personnel file.* (June 80 Ex, p. 13)

C. SUPERVISORY PERSONNEL (SUPERVISORS AND TEACHER CONSULTANTS) AND DEPARTMENT HEADS

POLICIES

1.C.01—*That a supervisor should:*

1. maintain good relationships with all those with whom he/she is associated professionally;

2. seek, in co-operation with the principal and the teachers, to improve classroom instruction by such means as: discussion, providing suitable teaching aids, classroom demonstration lessons, or by making arrangements for such;

3. assist, while respecting the autonomy of the principal within his/her school, in the overall plan of instruction and in the interpretation of the program of studies;

4. have the privilege of visiting any teacher under his/her jurisdiction for the purpose of observing the learning situation;

5. seek out teachers who need help and assist them;

6. assist in planning and directing in-service training;

7. have the privilege of discussing with the principal and/or the district superintendent the classroom learning situation and the results of supervisory visits. It is recognized that situations may arise that necessitate some discussion in order to improve the classroom learning situation. In no instance, however, shall a supervisor discuss the learning situation with a principal or district superintendent without first informing the teacher concerned of his/her intention to do so;

8. respect the fact that written reports on teachers are exclusively the responsibility of district superintendents, of principals who are provided with time for the supervision of instruction, and of directors of instruction who have been empowered to write reports by order of the minister. (58 AGM, pp. 31-32) (78 AGM, p. 39)

1.C.03—*A teacher consultant should:*

1. be directly concerned with the improvement of instruction through such techniques as observation, preparation, demonstration, and consultation;

2. work directly with fellow teachers in the solution of instructional problems;

3. not be too concerned with any aspect of administration other than as it affects classroom instruction;

4. avoid making negative comments about a teacher to the principal and/or district superintendent or other member of the district's supervisory staff;

5. respect the fact that written reports on teachers are exclusively the responsibility of district superintendents, of principals who are provided with time for the supervision of instruction, and of directors of instruction who have been empowered to write reports by order of the minister. (58 AGM, pp. 30-31) (78 AGM, pp. 39-40)

1.C.05—*A department head should:*

1. possess the academic qualifications, organizational abilities, and successful teaching experience to enable him/her to give leadership and assistance to his/her colleagues;

2. be appointed by local school boards upon the recommendation of the principal and staff committee and/or the district superintendent and should be appointed from within the school or school district concerned;

3. have remuneration commensurate with the duties involved;

4. have adequate time to carry out his/her duties without prejudice to other teachers' workloads;

5. have adequate office and storage space within the school for the use of himself/herself and his/her department;

6. assist the principal in the administration of the school as it applies to a particular subject area and keep him/her informed of developments in that subject area;

7. assist the principal and staff members in the following routines:

(a) developing philosophy, objectives, course requirements, course limits, and evaluate techniques for the particular subject;

(b) design of pupil evaluation procedures;

(c) orientation of new staff members, student teachers and substitutes;

(d) ordering, distributing and maintaining an inventory of supplies and equipment;

(e) organization of the subject matter to be taught and co-ordination of the work of the members of his/her department;

(f) the selection and development of courses to be taught;

(g) dissemination of information on such things as course changes, ministerial circulars, supplementary texts, learning resources and teaching techniques;

8. inform the teacher concerned beforehand of any intention to discuss the learning situation with the principal or any member of the district's supervisory staff and/or the district superintendent;

9. respect the fact that written reports on teachers are exclusively the responsibility of district superintendents, of principals who are provided with time for the supervision of instruction, and of directors of instruction who have been empowered to write reports by order of the minister. (62 AGM, pp. 31-33) (78 AGM, pp. 39-40)

2. AGREEMENTS

Notes: 1. This section was completely revised in May 1974. The references for the statements in this section are not listed in the normal way (see Foreword to Part 2 on page 9). References other than the May 1974 Representative Assembly and 1975 AGM indicate the meetings at which the ideas expressed in the statements were first adopted. the "original" references listed do not necessarily refer to the wording of the present statements. Rather, they refer to ideas retained in the present statements but passed by the bodies listed in the references.

2. See section 11.D for conciliation/arbitration grants.

A. BASIC PRINCIPLES

POLICIES

2.A.01—*That every member of a local association has the right and obligation to have all matters concerning rates of pay, conditions of employment, working and learning conditions, and generally all school district policies that affect the quality of the educational program, determined by negotiation and agreement between the association and the board and covered by a collective agreement.* (May 74 RA, p. 14) (75 AGM, p. 8)

2.A.03—*That the right to strike is a fundamental right and procedures should therefore be established whereby teachers' associations have the legal right to withdraw services in cases in which school boards or the provincial and/or federal government unilaterally alter conditions of employment or fail to correct intolerable conditions of employment.* (73 AGM, p. 17) (May 74 RA, p. 14) (76 AGM, p. 48)

2.A.05—*That teachers' salaries should be set by a process of collective bargaining between the local teachers' association and the board of school trustees of the school district concerned.* (Aug 75 Ex, p. 2) (76 AGM, p. 48)

2.A.07—*That the BCTF is strongly opposed to:*

1. the use of any form of merit rating to determine salaries;

2. any form of provincial negotiation or provincial salary scale;

3. any form of compulsory zonal bargaining. (53 AGM, p. 4) (Dec 55 Ex, p. 4) (April 66 RA, p. 2) (74 AGM, pp. 64-65) (May 74 RA, pp. 14-15) (75 AGM, p. 8)

2.A.09—*That the BCTF is strongly opposed to the current legislation setting out zonal arbitration procedures.* (Jan 79 RA, p. 23)

2.A.11—*That local associations be encouraged to include in salary and/or learning and working conditions agreements a clause to protect teachers from punitive action by boards during strikes or lockouts of non-teaching school board employees.* (Jan 76 RA, p. 9)

Note: See also sections 43 and 51.

2.A.13—*That the BCTF go on record as being opposed to the federal government's program of wage controls.* (76 AGM, p. 47)

2.A.15—*That if an arbitrary provincially-legislated adjustment in teachers' salaries is proposed, a special Representative Assembly meeting be called, with prior regional study sessions held in all locals of the province, at which teachers may record their votes regarding suitable action to be undertaken.* (76 AGM, p. 47) (Oct 79 RA, p. 3)

B. OBJECTIVES

POLICIES

2.B.01—*That the BCTF confirm the following objectives:*

1. the achievement of salary levels and working conditions that will attract into the profession and retain in it sufficient numbers of suitable well qualified persons;

2. the achievement of salaries and working conditions for teachers in B.C. that are the best in Canada for comparable qualifications;

3. year to year progress in salary levels and working conditions consistent with economic advances;

4. the inclusion in collective agreements of all the factors relating to salaries and working conditions of all teachers;

5. the recognition for salary purposes of teaching experience gained outside B.C. on the same basis as experience gained inside the province;

6. the recognition of part-time teaching experience on a regular or temporary appointment as cumulative for salary purposes;

7. professional salary scales that reach maximum after no more than seven years' experience;

8. the retention of the practice of defining salary categories in terms of years of professional training. (63 AGM, pp. 7-8) (April 64 Ex, p. 12) (June 68 Ex, p. 15) (71 AGM, p. 21) (May 74 RA, p. 15) (75 AGM, p. 8)

C. PROVINCIAL GOVERNMENT MATTERS

POLICIES

2.C.01—*That the School Act should be amended to broaden the scope of collective bargaining to include working conditions, learning conditions and school district policies that affect the quality of the educational program.* (57 AGM, p. 30) (May 74 RA, p. 15) (75 AGM, p. 8)

2.C.03—*The the BCTF seek teacher bargaining legislation that would provide:*

1. the right for each teachers' association to bargain the full "terms and conditions of employment" with the local school board;

2. a dispute resolution mechanism providing for compulsory arbitration if no agreement is reached. (82 AGM, p. 22)

2.C.05—*That the present time limits and procedures (in the section of the School Act governing bargaining) including compulsory arbitration, be retained for normal bargaining processes.* (73 AGM, p. 17) (May 74 RA, p. 15) (75 AGM, p. 8)

2.C.07—*That the BCTF set as a major goal changes in the School Act providing for locally appointed salary arbitration boards, as existed prior to June 1978.* (Oct 79 RA, p. 6)

D. DISPUTES

PROCEDURES

2.D.02—The BCTF Executive Committee may, when requested by resolution of a general association, declare in-dispute any district in which:

1. the school board repudiates any agreement affecting terms and conditions of employment, or unilaterally withdraws any substantial benefits enjoyed by teachers;

2. the school board terminates any agreement affecting terms and conditions of employment, and refuses to negotiate in good faith for the revision or renewal of such agreement;

3. the school board refuses to enter into negotiations for contract provisions that provide for due process and fair personnel practices for teachers;

4. teachers are participating in a program of job action that has been approved by a local association and authorized by the BCTF Executive Committee; or

5. any other action that substantially prejudices the rights or tenure of teachers has been taken by the second board. (Nov 81 RA, pp. 10-11)

2.D.04—The BCTF Executive Committee may declare in-dispute any teaching position that arises from an unjust dismissal. (Nov 81 RA, p. 11)

2.D.06—(a) When a district has been placed in dispute, any position that becomes vacant in that district during the time of the dispute shall be deemed to have arisen from dispute.

(b) It shall be a violation of article 8 of the BCTF code of ethics for a teacher to apply for or accept a position in a district that has been placed in dispute. For the purposes of this statement, "teacher" shall mean any person who, at the time of application for a position or acceptance of a position, is a BCTF member, or who becomes or will become a BCTF member upon appointment to a position.

(c) Upon written request from the executive of a local association of a district that has been placed in dispute, the BCTF shall send a staff person to investigate the situation, to make recommendations and offer advice and assistance to the local association, and to report on the progress of the dispute to the BCTF Executive Committee. In its request, the executive of the local association should specify the areas in regard to which it requires recommendations, advice and assistance.

(d) When a district is in dispute, the local contact person shall be the local association president or a person designated by the local association president as contact person, and all communications between the BCTF and the local association shall be passed directly to or by that contact person. (78 AGM, pp. 6-7)

E. NEGOTIATIONS — BCTF ROLE

PROCEDURES

2.E.02—That the BCTF staff and provincial agreements co-ordinators devise and carry out a co-ordinated program of field service that includes advice and assistance in case preparation and the use of bargaining tactics at the local and regional levels. (May 70 RA, pp. 6-7) (May 74 RA, p. 16) (75 AGM, p. 8)

2.E.04—That the officers and staff co-ordinate the objectives set for learning conditions, working conditions and salaries, and the efforts of personnel who are working toward accomplishment of these objectives. (May 70 RA, p. 8) (May 74 RA, p. 16) (75 AGM p. 8)

2.E.06—That no member of the Executive Committee, Representative Assembly, Agreements Committee, or BCTF staff serve on arbitration boards. (Nov 71 Ex, p. 6) (May 74 RA, p. 16) (75 AGM, p. 8)

F. NEGOTIATIONS — LOCAL ASSOCIATION ROLE

Note: See also section 19, Leaves of Absence, and statement 28.02.

PROCEDURES

2.F.02—That local associations should negotiate on the basis of objectives set locally, after a review of the general situation at briefing sessions. (59 AGM, p. 8) (May 74 RA, p. 16) (75 AGM, p. 8)

2.F.04—That if, because of special circumstances, a local association is an ineffective bargaining unit it should attempt to:

1. obtain a satellite arrangement, with the knowledge and consent of the other local association(s) concerned;

2. obtain an amalgamation of its school district with one or more contiguous districts. (May 70 RA, pp. 7-8) (May 74 RA, p. 17) (75 AGM, p. 8)

2.F.06—That a local association consult with the BCTF office before accepting any invitation from its school board to negotiate salaries on a zonal basis. (57 AGM, p. 31) (May 74 RA, p. 17) (75 AGM, p. 8)

2.F.08—That, with respect to agreements committee chairpersons:

1. Where the size of the local association or bargaining unit warrants, the local association should arrange with its school board adequate leave of absence periods for salary spokespersons, for the purpose of completing and presenting the agreements case, and for negotiating meetings.

2. Chairpersons should be appointed only from the ranks of those who have served as members of the negotiating committee.

3. Appointments should be for at least a two-year term.

4. The retiring agreements chairperson should continue to serve for at least one year on the negotiating committee. (May 70 RA, pp. 4-5) (May 74 RA, p. 17) (75 AGM, p. 8)

2.F.10—That local associations be strongly advised to oppose the inclusion in agreements of "escape" clauses that permit school boards to pay salaries higher than those called for in the salary schedules. (57 AGM, p. 13) (May 74 RA, p. 17) (75 AGM, p. 8)

2.F.12—That local associations be encouraged to negotiate employee assistance programs. (82 AGM, p. 30)

2.F.14—That local associations recognize that all principals in any school district have equal responsibilities and should therefore be entitled to equal administrative allowances relative to such factors as experience and pupil enrolment. (68 AGM, p. 8) (May 74 RA, p. 17) (75 AGM, p. 8)

2.F.16—That where a new post(s) of special responsibility is created the salary for the position(s) should be established by negotiation between school board and local association prior to the position's being advertised and/or filled. (82 AGM, p. 4) (May 74 RA, p. 18) (75 AGM, p. 8)

2.F.18—(a) That the local agreements committee should bargain with the school board for the salaries of substitute teachers.

(b) That the local agreements committee should negotiate for pro rata payments for substitutes based on their scale placement. (Nov 70 Ex, pp. 10-11) (May 74 RA, p. 18) (75 AGM, p. 8)

2.F.20—That local associations should obtain group insurance policies to cover teachers' personal effects on school property either through agreements with school boards or as a local association benefit. (Jan 73 Ex, p. 5) (May 74 RA, p. 18) (75 AGM, p. 8)

2.F.22—That the differential between the salaries of classroom teachers and those of administrators should be much smaller and therefore more realistic. (75 AGM, p. 60) (Reviewed June 79 RA, pp. 15-16)

2.F.24—That it be recommended to each local association that the decision to bargain locally or as part of a zone be the decision of the general membership of the local association. (June 75 Ex, p. 14)

2.F.26—That, except where two or more local associations have agreed to bargain on a zonal basis, teacher and/or staff advocates shall be restricted from serving as an arbitration advocate in more than one district within any zone established by the Minister of Education. An advocate can, however, serve in several arbitration hearings in different zones. (Oct 79 RA, p. 3)

2.F.28—That the BCTF recommend that all local associations with a single industry town secure contractual safeguards regarding relocation assistance in case of a company closure. (80 AGM, p. 35)

2.F.30—That a major priority in negotiations for 1981 teachers' salaries be the attainment of category and experience placement for certificated substitute teachers. (May 80 RA, p. 16)

2.F.32—That the salary for a part-time teacher should be in direct proportion to that fraction of the full-time duties inclusive of preparation time. (Oct 80 RA, pp. 10-11)

2.F.34—That the local associations' bargaining teams be encouraged to actively pursue a hiring policy in their contracts that ensures that:

1. all vacant teaching positions are advertised in the schools and in the local newspapers; and that

2. teachers with appropriate qualifications and teaching experience in the district, including substitute teaching, be given preference in hiring. (Jan 82 Ex, p. 20)

3. ANNUAL GENERAL MEETING

Note: See section 11.D for AGM grants and section 37 for AGM publications.

PROCEDURES

A. GENERAL

3.A.02—That the Annual General Meeting annually approve a statement of priority objectives for the BCTF for the following year. (May 78 RA, p. 15)

3.A.04—That the Executive Committee recommend to each Annual General Meeting the names of persons to serve (a) on the Resolutions Committee, (b) as scrutineers, (c) as tellers, and (d) as chairpersons. Individuals recommended as chairpersons shall not be seeking Executive Committee office. (74 AGM, p. 20)

3.A.06—That the expenses of the members of the Resolutions Committee be a charge on the BCTF, and therefore that no member of the Resolutions Committee attend the AGM as a delegate from his/her local association. (June 84 Consultative, p. 3) (Reviewed Dec 79 Ex, p. 19)

3.A.08—That no member of the Resolution Committee be entitled to vote. (June 84 Consultative, p. 33) (Reviewed Dec 79 Ex, p. 19)

3.A.10—That the corporate view of the Resolution Committee be expressed by the chairperson and that the other members of the committee shall not, by virtue of their membership on the Resolutions Committee, lose any of their normal rights to participate in AGM debates. (April 68 Ex, p. 2) (Reviewed Dec 79 Ex, p. 19)

3.A.12—(a) That the reports and recommendations of all Executive-appointed committees and task forces be submitted to the AGM only through the report of the Executive Committee.

(b) That all recommendations of the Executive Committee to the AGM be accompanied by supporting statements.

(c) That, in the event that the Executive Committee does not endorse, or substantially changes, any of the recommendations from a BCTF committee or task force, the Executive Committee shall, upon the request of the committee or the task force, make an annotation in the report of the Executive Committee to the Annual General Meeting.
(74 AGM, p. 20)
(Oct 78 Ex, p. 8)

3.A.14—That committees or task forces be authorized to distribute printed materials to AGM delegates only after approval by the Executive Committee, the Representative Assembly or the AGM. (Nov 76 Ex, p. 8)

3.A.16—That when the Representative Assembly or the Executive Committee wants to distribute a report supplementary to the one contained in *Reports and Resolutions*, the report be distributed either at the beginning of the convention or at least one session prior to the one in which the report will be discussed.
(55 AGM, p. 20)
(74 AGM, p. 37)
(Reviewed Dec 79 Ex, p. 14)

3.A.18—That an address of the executive director be scheduled as an early agenda item of the AGM. (77 AGM, p. 5)

3.A.20—That invited speakers to the AGM include no more than one representative each from the following: Ministry of Education, CTF, B.C. School Trustees Association, B.C. Home and School Federation. (79 AGM, p. 29)

3. A. 22—That smoking be restricted to non-business sessions.
(79 AGM, p. 29)

3.A.24—Guidelines for display space at the AGM and RA

1. There shall be no commerical displays.

2. BCTF groups — Lesson Aids, PSAs, Ventra Travel, Teachers' Investment and Housing Co-operative, B.C. Teachers Credit Union.

3. Other groups directly related to education.

4. One week before the convention, outside groups will be given permission on a first-come-first-served basis to set up a display.
(Jan 80 Ex, pp. 7-8)
(Feb 80 Ex, p. 11)

B. NOMINATION OF EXECUTIVE MEMBERS

Note: See also section 12 of the AGM's Standing Rules of Order (section 3.D).

3.B.02—That the sponsors of each nomination be required to give assurance that the person nominated has given his/her consent to stand for office. (June 64 Ex, p. 11)

3.B.04—(a) That the qualifications, service and policy statements of all candidates for office be published in the *BCTF Newsletter*, and further, that it be considered undesirable for individual members or groups of members to circulate information concerning candidates to individuals, staffs of school or local associations.

(b) That BCTF publications not indicate the source of any nomination.

(c) That pictures and policy statements of, and biographical data on, all candidates nominated from the floor on the first day of the AGM be posted for the information of delegates.
(55 AGM, P. 24)
(76 AGM, p. 54)
(Reviewed Dec 79 Ex, p. 14)

3.B.06—That a BCTF provincial task force or committee, the PSA Council, or any PSA shall not, as groups, recommend or endorse any candidate for any BCTF Executive Committee position.
(Oct 76 Ex, p. 21)

C. RESOLUTIONS

Note: See also statement 10.B.02.

3.C.02—(a) That local associations and district councils be continuously encouraged to divert their policy resolutions from the AGM agenda to the BCTF committees in whose jurisdiction the content of the resolution falls.

(b) That local associations and district councils be encouraged to submit such communications throughout the year, whenever issues arise.

(c) That the chairpersons of BCTF committees be advised that normally a communication from a local association or district council should be placed on the committee's agenda at the earliest possible date, and the association or council be advised of the committee's concurrence or non-concurrence, the reasons for same, and the intention of the committee to refer the matter to the AGM through the committee's report, or to deal with it more directly, or take no action.

(d) That local associations and district councils be encouraged in general to restrict their resolutions to the AGM to those matters in which they are dissatisfied with the result obtained through communication to a committee.

(e) That chairpersons of BCTF committees be encouraged to make regular use of the federation's publications to give the membership advance information concerning activities and problems in their areas of jurisdiction, to the end that delegates to the AGM will be better prepared to deal effectively with the issues placed before them.

(f) That, notwithstanding any other statement of procedure, local associations and district councils shall have the right, in their sole discretion, to submit any matter by resolution directly to the AGM, without having first referred it to any committee.

(g) That the promotion of increasing reliance on the federation's committees by local associations, and of the habit of direct communication between associations and committees, be a continuing function of the Representative Assembly.
(Sept 66 RA, pp. 7-9)
(Mar 77 Ex, p. 11)

3.C.04—(a) That to be acceptable for consideration by the AGM, a resolution must be published in *Reports and Resolutions*, or be a "late" resolution.

(b) That to be acceptable for publication in *Reports and Resolutions*, a resolution must meet the following critieria:

1. It is sponsored by a local association, a sub-local association, district council, provincial specialist association, the PSA Council or those members classified as unattached members, provided that, should an individual member or a group of members, after having tried to do so, fail to obtain the endorsement of the local association, sub-local association, district council or PSA concerned, a resolution may be accepted without endorsement.

2. It is submitted to the BCTF office on or before December 15.

3. It does not call for reaffirmation of present policies or procedures.

4. It is submitted with a supporting statement containing evidence and argument in support of the resolution.

5. The supporting material does not appear in a series of clauses introduced by "whereas."

(c) That adoption of a resolution by the AGM does not imply adoption of any supporting material.
(76 AGM, pp. 6-7)
(76 AGM, p. 54)

3.D.02—STANDING RULES OF ORDER

1. RIGHT TO ATTEND AND SPEAK

1.1 All members of the BCTF shall have the right to attend the meeting.

1.2 Surviving spouses shall have the right to speak on pension matters.

1.3 The right to speak shall be on recognition of the chair and obtained by standing at one of the microphones. Every person shall identify himself/herself when granted recognition by the chair.

1.4 The chair shall, in recognizing speakers, have the right to deviate from the order in which persons seek recognition to present a speaker or speakers to present a contrary point of view from that of those who have already spoken.

1.5 No speaker shall, without the consent of the delegates, speak more than once or for longer than four minutes on each motion, main or secondary. This rule shall not deprive the mover of the right to close debate.

1.6 Asking and answering questions shall not constitute speaking to a motion.

1.7 Questions and answers thereto shall be directed through the chair.

1.8 No delegate shall comment on any matter immediately before moving a motion.

1.9 Committee reports shall be published in *Reports and Resolutions* or, in exceptional cases, included in the information kits distributed to delegates.

2. PROPOSED AGENDA

2.1 The preparation of the proposed agenda shall be the responsibility of the president.

2.2 The proposed agenda shall contain the hours at which each session will convene and adjourn, and shall indicate the business to be transacted during each session. Recommendations and resolutions shall be referred to by number. The numbers shall correspond to those assigned in a document entitled *Reports and Resolutions, Annual General Meeting*. This document shall be made available to members as long as possible before convening of the meeting and shall, insofar as is possible, contain all information pertinent to the items to be included in the proposed agenda of the meeting.

2.3 The proposed agenda shall provide opportunities for delegates to ask questions concerning the reports of the Representative Assembly, the Executive Committee or any other BCTF committee or task force.

2.4 Because the proposed agenda must be printed and circulated, provision shall be made for late reports and resolutions. It shall be the responsibility of the Executive Committee to propose the inclusion in the proposed agenda of matters so arising. Component parts of the BCTF shall submit to the Executive Committee resolutions arising too late for inclusion in the printed proposed agenda.

2.5 The Annual General Meeting shall, from time to time, make rules concerning which of its component parts shall have the right to submit matters for the consideration of the meeting.

3. MOTION TO ADOPT AGENDA

Debatable, amendable, but cannot be referred, postponed or tabled.

3.1 The agenda shall be circulated to the meeting. The chair shall bring to the attention of the meeting any changes to the proposed agenda that have originated with the Executive Committee, and shall cause to be presented to the meeting an explanation of why the item(s) could not be included in *Reports and Resolutions*.

3.2 Subject to the provisions of these rules, the constitution and by-laws, and the policies and procedures of the federation, when a motion to adopt the agenda is made, the meeting can, by motions requiring simple majorities, add items to, delete items from, or re-arrange the order of items on the proposed agenda.

3.3 Recommendations and resolutions printed in *Reports and Resolutions* or contained in the information kits distributed to delegates shall be part of the proposed agenda, and may not be withdrawn except by motions to amend the proposed agenda.

4. MOTIONS TO AMEND THE AGENDA (subsequent to its adoption)

Debatable, amendable, but cannot be referred, postponed or tabled, require a two-thirds majority.

4.1 Once the proposed agenda has been adopted, it becomes the property of the meeting. Items on it may therefore not be withdrawn without the unanimous consent of the voting delegates present. However, any change to the agenda, once it has been adopted, can be made by motion, but any such motion shall require a two-thirds or larger majority to pass.

4.2 Except where it is obviously impossible (such as altering the time to adjourn the present session or to convene the immediate subsequent session) all motions to amend the agenda, subsequent to its adoption, shall require notice of motion at a preceding session. The chair shall order any such notices of motion to be circulated to the meeting.

4.3 Notwithstanding this provision, the meeting may at any time, on recommendation of the Resolutions Committee, re-allocate the timing of items remaining on the agenda with a view to ensuring that business the meeting considers of prime importance be dealt with.

5. MOTION TO ADOPT MINUTES

Not debatable, amendable as to errors in fact only.

5.1 There shall be a motion to adopt the minutes of the previous meeting. These minutes shall have been circulated to local associations, geographical representatives, members of the Executive Committee, and school staffs.

6. MAIN MOTIONS

Debatable, amendable, may be referred, tabled, postponed or reconsidered.

6.1 A main motion is defined as a motion that introduces a substantive question as a new subject. AGM main motions are introduced as resolutions or as recommendations.

6.2 Main motions must be moved and seconded. It shall be the primary responsibility of the sponsoring body of a main motion to move and second the motion, but it shall be the right of any delegate to move or second any main motion.

6.3 No recommendation or resolution shall be discussed or voted on until copies of it have been distributed to the meeting.

6.4 The names of the mover and seconder, and their local associations, shall be included on the printed copies of "late" and "new" resolutions.

TYPES OF MAIN MOTIONS

6.A *Resolutions and Recommendations (as circulated to delegates).*

6.A.1—A "resolution" shall be defined as a main motion, sponsored by a component body of the BCTF, other than BCTF committees, the Executive Committee or the Representative Assembly, that has been published in *Reports and Resolutions.*

(See also section 6.D of these rules of order and statement 3.C.04.)

6.A.2—A "recommendation" shall be defined as a main motion sponsored by the Executive Committee or the Representative Assembly.

6.A.3—Recommendations shall take precedence over resolutions.

6.B *Special resolutions*

6.B.1—Special resolutions shall be defined as recommendations or resolutions that seek to amend the constitution and by-laws of the federation and other resolutions so defined in the Society Act. Such special resolutions shall require a three-quarters majority vote to pass.

6.B.2—The Society Act requires notice of motion of any special resolution. The notice of motion shall contain the words "with or without amendment" to clarify the legal position of the meeting to propose amendments to the material as circulated.

6.C *"Late" resolutions.*

6.C.1—A "late" resolution shall be defined as a resolution that deals with a matter that arose too late for the sponsoring group to have the resolution published in *Reports and Resolutions.* "Late" resolutions must be submitted to the Executive Committee prior to the AGM. If the Executive Committee rules that a resolution is a "late" resolution as defined herein, it shall recommend that resolution for inclusion in the proposed agenda.

6.D *"New" resolutions.*

6.D.1—To be acceptable for consideration by the AGM as a "new" resolution, a resolution must meet all of the following criteria:

1. arises directly out of the business of the meeting;
2. could not have been submitted in time to become either a regular or "late" resolution;
3. must relate to an issue that must be dealt with before the spring meeting of the Representative Assembly.

6.D.2—Before accepting a "new" resolution, the chairperson of the meeting shall ask the chairperson of the Resolutions Committee to indicate to the meeting whether or not the Resolutions Committee believes that the resolution meets the criteria for new resolutions, as stated in rule 6.D.1.

6.D.3—When a new resolution has been accepted by the chairperson of the meeting, it shall be duplicated and distributed to the meeting at a later session.

6.D.4—A new resolution shall receive consideration only with the consent of the meeting expressed by majority vote on a procedural

motion to accept the resolution for consideration. The motion to accept for consideration shall not be proposed until copies of the new resolution have been made available to the meeting.

6.D.5—All of the foregoing rules shall apply to resolutions intended for consideration under the heading "new business" at the final session, provided that the chairperson may suspend rule 7.D.3 if this resolution clearly deals with a matter of urgent concern that was not evident early enough for rule 7.D.3 to have been applied.

6.D.6—If, when the AGM adjourns, it has not considered a resolution submitted as a "new" resolution, the resolution shall die — that is, it shall not be considered to be unfinished business of the meeting.

6.E *Alternative wording for resolutions.*

6.E.1—Alteration of the wording of a resolution, or consolidation of more than one resolution, as it (they) appear(s) in *Reports and Resolutions* or in the information kits distributed to delegates is permissible, provided that the alteration or consolidation is for clarification and does not change the intent.

The normal procedure shall be that such alteration of wording will be prepared in consultation between the sponsor of a resolution and the Resolutions Committee. The alternative wording shall be printed and distributed to the meeting prior to consideration of the resolution. If the meeting agrees by a simple majority, the alternative wording may be moved instead of the original wording.

6.F. *Procedures for presenting resolutions.*

6.F.1—The chairperson of the Resolutions Committee will read the resolution.

6.F.2—A motion to adopt the resolution may then be made from the floor. This motion is the primary responsibility of the delegates representing the sponsoring association.

6.F.3—The chairperson of the Resolutions Committee will draw attention to any broader implications, inherent in the motion, of which the meeting need to be aware in disposing of the resolution. He/she will remind the meeting of any action previously taken by the present annual meeting that may bear upon the resolution.

6.F.4—The chairperson of the Resolutions Committee may recommend an appropriate method of dealing with the resolution, such as referral or tabling, but will not actually make any procedural motion.

6.F.5—The motion to adopt the resolution is then open for debate, during which procedural motions to give effect to the Resolutions Committee's recommendations may be proposed from the floor, as delegates see fit.

7. SECONDARY MOTIONS (A SECONDARY MOTION IS ANY MOTION THAT IS IN ORDER WHEN A MAIN MOTION IS BEING DEBATED.)

7.1—A secondary motion can be made and considered while a main motion is pending. After a secondary motion has been made and has been admitted by the chair as in order it must be acted on or disposed of before direct consideration of the main question can be continued. Secondary motions that will be accepted by the chair are those listed in rule 7.2.

7.2.i.—***Subsidiary motions*** (A subsidiary motion is intended to assist a meeting in treating or disposing of a main motion.) No subsidiary motion, other than an amendment, shall be in order until after the chair is satisfied that an opportunity has been given to present the affirmative and negative points of view.

7.2.i.(a) Postpone main motion indefinitely

Debatable (including debate on the main motion). Not amendable and may be reconsidered only if the motion to postpone indefinitely is passed.

A motion to postpone indefinitely allows the meeting the privilege of declining to take a position on a main motion. Its adoption kills the main motion and avoids a direct vote on the question.

7.2.i.(b) Amend

Debatable, amendable*, may be referred, postponed or tabled.

An *amendment* is a motion to change, to add words to, or to omit words from, an original motion. The change is usually to clarify or improve the wording of the original motion and *must not be contrary to* the intent of that motion.

*Motions for amendments to amendments of main motions are in order but are not themselves amendable.

7.2.i.(c) Refer main motion with or without amendment

Debatable (only as to the propriety or advisability of referral). Amendable (only as to instructions contained in the referral motion).

A motion to refer must indicate the body to which the motion is to be referred, may empower action, or may require a report to a subsequent Annual General Meeting, to the Executive Committee, or to the Representative Assembly.

7.2.i.(d) Postpone main motion to a certain time

Debatable (only as to the appropriateness of postponement). Amendable (only as to time). Requires a two-thirds or larger majority vote because it has the effect of amending the agenda.

(1) Postponement can be to a later time in the same session or to a later session of the meeting.

(2) Postponement to a subsequent annual general meeting shall have the effect of ordering the inclusion of that item on the agenda of the subsequent meeting.

7.2.i.(e) Previous question (that the question be put)

Not debatable, not amendable, requires a two-thirds majority.

This motion may be moved only by a delegate who has been recognized by the chair. After the motion has been seconded it must be voted on immediately. If it passes, all previous commitments to allow persons to speak are eliminated.

7.2.i.(f) Table

Not debatable, not amendable, requires a majority vote.

A motion to table has the effect of delaying action on a main motion. If the motion is not lifted from the table later (see rule 8.1), the effect of the motion to table is to prevent action from being taken on the main motion.

7.2.ii. ***Privileged motions*** (A privileged motion does not relate directly to the pending business, but has to do with special matters that, without debate, should be allowed to interrupt the consideration of anything else.)

7.2.ii.(a) Call for orders of the day

May interrupt speaker, not debatable, not amendable.

If the adopted agenda is not being followed or if there is a deviation from the agenda, a single delegate can require that the agenda be followed.

A call for orders of the day must receive immediate attention from the chair. The ruling of the chair shall be subject to challenge.

7.2.ii.(b) Question of privilege (point of privilege)

May interrupt speaker, seconder is required if a formal motion is made.

The question or point must concern the welfare, reputation, right, privilege or physical comfort of a member, a group of members or the BCTF as a whole. The chair shall rule immediately on the validity of the point. The ruling of the chair shall be subject to challenge.

7.2.ii.(c) Recess

May not interrupt speaker, not debatable, amendable as to length of recess, cannot be reconsidered.

A recess is a short intermission in the meeting's proceedings, after which business will immediately be resumed at exactly the point where it was interrupted.

The privileged motion to recess is a motion that a recess begin immediately, made while another question is pending.

A motion to recess that is made when no question is pending is a main motion and follows the normal rules for handling a main motion. This applies whether the recess is to begin immediately or at a future time.

7.2.ii.(d) Adjourn

May not interrupt speaker, not debatable, not amendable, cannot be reconsidered.

A motion to adjourn means to close the meeting.

The privileged motion to adjourn can be made only where provision for another meeting or session exists.

7.2.iii. ***Incidental motions*** (Incidental motions are incidental to the motions or matters out of which they arise. With few exceptions, they

are related to the main question in such a way that they must be decided immediately, before business can proceed.)

7.2.iii.(a) Point of order

May interrupt speaker.

The point must concern an alleged breach of standing rules and must receive an immediate ruling from the chair. The ruling shall be subject to challenge.

7.2.iii.(b) Appeal (challenge the chair)

Debatable by challenger and chair only.

An appeal or challenge of the chair is in order when another has the floor, but the challenge must be made at the time of the ruling. If any debate or business has intervened, it is too late to appeal.

If any delegate is dissatisfied with any ruling of the chair, the ruling may be challenged. A motion to sustain the chair shall take precedence over all other business.

When a ruling of the chair is challenged by a delegate, all other business shall be suspended.

The delegate making the challenge shall have the right to present argument to the meeting as to why the ruling is in error. The chair shall have the right to defend the ruling. The vote on the motion to sustain the chair shall follow immediately without further debate.

7.2.iii.(c) Suspend the standing rules

May not interrupt speaker, not debatable, not amendable, cannot be reconsidered.

A motion to suspend the standing rules shall require notice at a previous session of the meeting and a two-thirds majority vote. Standing rules may be suspended without notice by unanimous consent provided that the suspension is not contrary to the constitution and by-laws.

7.2.iii.(d) Objection to the consideration of the question

Not debatable, not amendable, two-thirds vote against consideration is required. Can be reconsidered only if objection is sustained.

A motion to object to the consideration of the question can be made when another member has been assigned the floor, but only if debate has not begun or a subsidiary motion has not been accepted by the chair.

7.2.iii.(e) Division of a question

May not interrupt speaker, not debatable, amendable, may not be reconsidered.

When a motion relating to a single subject contains several parts each of which is capable of standing as a separate proposition, the parts can be separated to be considered and voted on as if they were distinct questions. Such a procedure is consideration seriatim.

7.2.iii.(f) Requests and inquiries

Note: The first two types of inquiry are responded to by the chair, or by a member at the direction of the chair; the other requests can be granted only by the meeting.

(1) Parliamentary Inquiry — a request for the chair's opinion — not involving a ruling — on a matter of parliamentary procedure as it relates to the business at hand.

(2) Point of Information — a question about facts affecting the business at hand — directed to the chair or, through the chair, to a member.

(3) Request to be excused from a duty.

(4) Request for any other privilege.

8. MOTIONS THAT BRING A QUESTION AGAIN BEFORE THE MEETING

The following three motions will be the only ones accepted by the chair to bring a question again before the meeting.

8.1 Take from the table

Not debatable, not amendable, cannot be reconsidered.

A motion to take from the table must be passed before any motion that has been tabled can be considered. Because the motion will have the effect of amending the agenda, it shall require a two-thirds or larger majority vote to pass. If passed, the motion shall be dealt with at the earliest opportunity.

8.2 Rescind something previously adopted

Debatable (including discussion on the motion to be rescinded or amended). Amendable. Two-thirds or larger majority vote required because the effect is to amend the agenda. Negative votes only can be reconsidered.

A motion to rescind is a proposal to cancel or annul an earlier decision. A motion to rescind, if passed, cancels the earlier motion and makes it possible for a new motion to be placed before the meeting.

8.3 Reconsider

Debatable (provided the motion to be reconsidered is debatable, in which case debate may also go into the original motion). Not amendable. Cannot be reconsidered. Two-thirds or larger majority vote required because the effect is to amend the agenda.

A motion to reconsider has the following unique characteristics:

(a) It can be made only by a delegate who voted with the prevailing side — i.e., voted in favor if the motion involved was adopted, or voted contrary if the motion was defeated.

(b) The motion can be made and seconded at times when it is not in order for it to come before the meeting for debate or vote. In such a case it can be taken up later, even after it would be too late to move it in the first place.

(c) A motion to reconsider is in order at any time, even after the meeting has voted to adjourn provided that the mover of the motion has addressed the chair before the chair declared the meeting adjourned.

9. COMMITTEE OF THE WHOLE

9.1 The meeting may, when considering any item on the agenda, resolve itself into a committee of the whole. The procedure shall normally be used for either of two reasons:

(1) The topic is sufficiently complex to warrant interim decisions that will become binding only after passage of a final composite resolution recommended to the meeting by the committee of the whole.

(2) The matter is a sensitive one and it is the opinion of the meeting that only BCTF members and staff should be in attendance.

9.2 The procedure shall be for delegates to move and second that the meeting resolve itself into a committee of the whole, naming the chairperson of the committee. After discussion, during which the standing rules may be waived, the committee of the whole shall move to rise and report to the meeting.

9.3 A motion that repeats the words of the report of the committee shall then be placed before the meeting. Only the motion carried by the meeting in regular session shall appear in the minutes.

10. VOTING

10.1 Voting cards shall be issued to local associations, to geographical representatives, and to members of the Executive Committee in accordance with by-law 8.2. These cards shall be distributed at the time and place designated on the proposed agenda. No replacement of lost cards shall be permitted.

10.2 No local association may elect more delegates than it is entitled to under by-law 8.2. This rule does not preclude the right of a local association to elect "alternate" delegates who can replace their elected delegates if the need arises.

10.3 When a local association elects fewer delegates than it is entitled to under by-law 8.2, the local association shall make rules regarding the distribution of the extra voting cards among its delegates.

10.4 Delegates are free to vote as they see fit on questions at the meeting, except as a general meeting of a local association may have instructed in regard to particular matters scheduled for consideration. This rule does not preclude the right of delegates to caucus on matters scheduled for consideration, but no caucus group may bind its members to vote as a unit.

10.5 All voting, except for elections and recounts — the latter as specified in rule 11.10 — shall be conducted solely by show of voting cards. There shall be no roll call votes.

10.6 Delegates may vote only the cards of their own associations and/or the cards issued to their association's geographical representatives.

10.7 Subject to the provisions of rule 10.1, each delegate shall be guaranteed the right to hold one voting card, but no delegate may hold more than eight voting cards.

10.8 Call for a count of voting cards

Call must be supported by 50 persons holding one or more voting cards. Is not debatable, not amendable, and may not be reconsidered.

When a delegate considers the chair to have erred in discerning the result of a vote, he/she may call for a count of voting cards.

10.9 All counts of voting cards shall be taken by scrutineers assigned to clearly defined areas, and shall be made using a numerical call system.

10.10 That should a recount be required, it shall be taken by ballot rather than by a show of voting cards.

11. ELECTION OF EXECUTIVE COMMITTEE MEMBERS

11.1 Election of Executive Committee members shall be conducted by secret ballot.

11.2 Ballots shall be distributed to delegates at the time and place designated on the agenda. No replacement ballots shall be permitted and no ballots shall be distributed at any other time or place than that specified on the agenda.

11.3 the election shall be conducted in the following order:

(a) President;

(b) First Vice-president;

(c) Second Vice-president;

(d) Members-at-large.

11.4 Nominations made in accordance with by-law 5.4 shall be circulated to the meeting. Further nominations for any office may be made from the floor during any session prior to that at which the election will be conducted.

11.5 That should a member-at-large, part-way through his/her term of office, accept nomination for a table office position, his/her position as member-at-large shall be declared vacant as of the following July 1, and the AGM shall fill the position for the unexpired portion of the term.

11.6 All nominees shall be introduced at the close of nominations, and all candidates for an office shall be introduced as a group immediately preceding the balloting for that office.

11.7 A ballot for election of members-at-large shall be valid if marked for at least one candidate, but shall not be valid if marked for more candidates than the number of vacancies to be filled.

11.8 Should the validity of any ballot be questioned by any person assigned to count the ballots, it shall be the sole responsibility of the chairperson of the Nominating Committee to decide whether or not that ballot is valid.

11.9 On the completion of each ballot the chairperson of the Nominating Committee shall report to the meeting the number of votes received by each candidate, without attaching names to the numbers. Following an indecisive ballot, and before each candidate is identified with his/her vote count, the candidate receiving the fewest votes shall be dropped from the ballot. At this time the meeting may at its discretion order the dropping of additional candidates from the next ballot.

11.10 No candidate shall be declared elected unless he/she receives more than 50 per cent of the number of valid ballots cast. Blank ballots and any ballots declared by the chairperson of the Nominating Committee to be spoiled, pursuant to rule 11.8, shall not be valid ballots.

11.11 Candidates defeated in an election for any office shall be deemed to have been nominated for the office next to be filled. At any time prior to the conducting of a ballot any candidate may, by giving notice to the meeting, withdraw from the contest.

11.12 In the elections for members-at-large, the first persons elected for the number of two-year vacancies shall be declared to be elected for two-year terms. Persons declared elected after all two-year terms have been filled shall be elected for one-year terms. If on any ballot more persons can be declared to be elected than there are two-year terms vacant, the one(s) with the highest number of votes shall be declared elected to two-year term(s). If on any ballot more persons can be declared elected than there are one-year terms vacant, the one(s) with the highest number of votes shall be declared elected to one-year term(s).

12. MOTION TO AMEND STANDING RULES

Debatable, amendable, but cannot be referred, postponed or tabled.

12.1 A motion to amend the Standing Rules of Order shall require a two-thirds majority unless notice of amendment has been given in *Reports and Resolutions.*

13. MATTERS NOT COVERED IN STANDING RULES

13.1 When the chair is required to make a ruling not covered by these rules, guidance shall be sought from *Robert's Rules of Order, Newly Revised.*
(78 AGM, pp. 1-13)
(82 AGM, pp. 3-16)

4. AWARDS

POLICIES

4.01—*That the BCTF go on record as favoring, wherever possible, either in our own association or in the communities of which we are citizens, the establishment and expansion of loans, bursaries and scholarships for the recruitment to the teaching profession of the best possible students, to the end that a high standard of teaching may be maintained in this province.*
(58 AGM, p. 9)
(Reviewed Jan 75 Ex, p. 8)

PROCEDURES

4.02—That unsuccessful nominations for the Fergusson Memorial Award be kept on file and reconsidered for the two succeeding years.
(54 AGM, p. 28)
(Reviewed Dec 79 Ex, p. 14)

4.04—That there be five trustees of the G. A. Fergusson Memorial Award, these trustees to be appointed for three-year terms. These trustees shall name the recipient of the annual award and report to the president.
(May 77 RA, p. 8)
(Nov 81 RA, p. 6)

4.06—(a) That a Maxwell A Cameron Memorial Medal and Prize be made available to students at each of the three public universities (University of B.C., University of Victoria and Simon Fraser University) in the province.

(b) That the requirements for the Maxwell A Cameron Medal and Prize be:

That a silver medal and prize will be awarded annually by the B.C. Teachers' Federation to the student completing the final year of the Bachelor of Education Degree in secondary school teaching, and to the student completing the final year of the Bachelor of Education Degree in elementary school teaching, who, in the opinion of the dean of the Faculty of Education and of the director of the division (secondary or elementary) concerned, is the outstanding student in the graduating class.
(Jan 78 Ex, p. 2)

5. BOARDS OF SCHOOL TRUSTEES, SCHOOL DISTRICTS AND B.C. SCHOOL TRUSTEES ASSOCIATION

Note: See also section 29.

POLICIES

5.01—*That the BCTF favor joint meetings of BCTF and BCSTA officers and/or committees, when an exchange of information or of points of view is desirable.*
(54 AGM, p. 21)
(Reviewed Jan 78 Ex, p. 23)

5.03—*That amalgamation of school districts must allow for the development of a better learning environment with superior opportunities for the students in the districts concerned.*
(Jan 72 Ex, pp. 27-28)
(Reviewed Dec 77 Ex, p. 12)

5.05—*That amalgamation should not take place solely for administrative reasons without due consideration for the needs of students and the communities involved.*
(Jan 72 Ex, pp. 27-28)
(Reviewed Dec 77 Ex, p. 12)

5.07—*That amalgamation should not occur solely for financial reasons. The BCTF should not favor amalgamation of one district with another unless there are some guarantees that the amalgamation will not result in an averaging down of the standard of education in terms of learning conditions in either district.*
(Jan 72 Ex, pp. 27-28)
(Dec 77 Ex, p. 17)

5.09—*That the people in the communities concerned have a right to be consulted on the matter of school district amalgamations.*
(Jan 72 Ex, pp. 27-28)
(Reviewed Dec 77 Ex, p. 12)

5.11—*That the Ministry of Education should consult local teachers'*

associations when amalgamation or reorganization of school districts is being considered. (May 74 RA, p. 8) (Reviewed Dec 79 Ex, p. 18)

5.13—*That in exercising the authority provided under section 165 of the School Act, it shall be mandatory that boards of school trustees share in the decision-making with all parties concerned, including local associations and school staffs.* (75 AGM, p. 10) (Reviewed Dec 79 Ex, p. 14)

5.15—*That the School Act should be amended to remove the disqualifications that now prevent teachers from serving as school trustees in the district in which they are employed.* (Oct 75 Ex, p. 9)

5.17—*That section 53(1)(a) of the School Act should be amended to allow trustees to set their own annual indemnities.* (Jan 80 RA, p. 19)

6. CANADIAN COLLEGE OF TEACHERS

PROCEDURES

6.02—That the BCTF continue to support the Canadian College of Teachers and do what it can to encourage membership. (Sept 57 Ex, p. 7) (Reviewed Nov 76 Ex, p. 8)

7. CANADIAN TEACHERS' FEDERATION

POLICIES

7.01—*(a) That there is a need for a national teachers' organization, the Canadian Teachers' Federation, capable of exerting direct influence on problems of immediate concern to teachers.*

(b) That CTF should be adequately financed.

(c) That CTF cannot and should not in any sense seek to replace the provincial teachers' associations, but should be so organized that it can, in a time of crisis within a province, seek to marshal the resources of provincial associations to render material and moral aid to any province requesting it.

(d) That in CTF the wishes of the majority should prevail (all reasonable care being taken to safeguard the rights of minority groups). (72 AGM, p. 10) (Reviewed Nov 76 Ex, p. 8)

7.03—*That teacher exchange programs should be broadened to include exchanges of teachers between districts, provinces and countries in addition to those now involved in such programs (the United Kingdom, Australia and the U.S.A.).* (Jan 73 Ex, p. 6) (Mar 78 Ex, p. 9)

7.05—*That the BCTF approve the establishment on an annual basis of an "Interprovincial Visits for Cultural Exchange" scheme by which selected students in the province would be taken to Quebec for the purpose of meeting and taking part in discussions with Quebec students who come mainly from homes in which the French language is the mother tongue, and that we encourage our Quebec colleagues to establish a scheme by which their students would be brought to our province to participate in discussions with students in our educational system.* (72 AGM, p. 35) (Reviewed Nov 76 Ex, p. 8)

7.07—*That CTF should seek to obtain changes in the Income Tax Act that would recognize as deductible from taxable income:*

1. travel and living expenses incurred by employees who have to travel more than 80 kilometres to take courses to improve their standing or their market value;

2. books or materials required for a course taken by an employee to improve his/her standing or market value;

3. depreciation on professional or technical periodicals, textbooks and equipment, regardless of whether or not the employee is self-employed.

4. registration fees for conferences, workshops and non-credit courses for which the teacher is not reimbursed. (78 AGM, p. 15) (79 AGM, p. 10)

7.09—*That costs incurred by taxpayers for university or vocational training for their dependents should be deductible for income tax purposes.* (67 AGM, p. 36) (Reviewed Dec 78 Ex, pp. 16-17)

7.11—*That the BCTF, in co-operation with CTF and the other provincial federations, take a leading role in bringing uniform policy to all provinces across Canada with regard to:*

1. recognition of experience.

2. certification.

3. superannuation. (62 AGM, p. 38) (Reviewed Dec 78 Ex, pp. 16-17)

7.13—*(a) That teachers should have direct representation on any publicly-funded body involved in the production, distribution and uses of educational media.*

(b) That CTF should seek representation on the Council of Ministers' sub-committee on media programming.

(c) That teachers should have direct representation in relation to the educational programming divisions of CBC, NFB, CRTC and any other such body. (May 73 Ex, p. 3) (Mar 78 Ex, p. 9)

7.15—*That CTF be requested to make representations to Revenue Canada to apply an index, similar to that now in use for personal exemptions to the limitations of $3500 and $5500, to the allowable amounts that may be contributed, tax exempt, to registered pensions and retirement savings funds.* (Oct 74 Ex, p. 12) (Mar 79 Ex, p. 9)

7.17—*That CTF should seek to obtain changes in the Income Tax Act that would recognize as deductible from income tax all or part of the interest charges on mortgage payments on any Canadian's principal residence.* (77 AGM, pp. 11-12)

7.19—*That CTF should pursue changing the Income Tax Act so that fees for membership in specialist associations (special area groups, specialist councils, etc.) would be tax deductible.* (Mar 80 Ex, p. 15)

7.21—*That the statement of the Canadian Teachers' Federation on the human rights of teachers be endorsed.* (82 AGM, p. 20)

Note: The statement reads as follows:

We the teachers of Canada deplore the use of violent repression against teachers and their organizations.

We affirm that it is the right of teachers to practise their profession, and to do those things that are necessary for the responsible discharge of their professional duties, without fear and without interference.

We affirm that it is the right of teachers to assemble, to speak freely and to act collectively for the purpose of improving the quality of educational services, their own competence and professional effectiveness, their conditions of employment, and their working environment, and further, to exercise the full rights of citizens in the processes of a democratic society.

We call upon the Government of Canada to condemn those instances in which teachers suffer reprisals for the exercise of these rights, and to make vigorous protests to governments that perpetrate or condone outrages against teachers.

We affirm our solidarity with teachers and teacher organizations that are striving to maintain these rights. We express our deep sympathy with the many teachers who have suffered injury, imprisonment and torture, and with the families of those who have lost their lives.

We urge the World Confederation of Organizations of the Teaching Profession to continue and increase its efforts to secure the rights of teachers and to assist the victims of repression, and we pledge our collaboration in this work.

7.23—*That CTF be requested to lobby the federal government to index all standard deductions such as child care expenses, standard medical expenses, Registered Home Ownership Savings Plans, Registered Retirement Savings Plans, and any other tax deductions not regularly indexed through the Income Tax Act.* (June 82 RA, p. 7)

PROCEDURES

7.02—That the term of office of the BCTF representatives on the CTF Board of Directors be two years. (June 68 Conv, p. 2) (Oct 81 Ex, p. 5)

7.04—That, normally, BCTF representatives on the CTF Board of Directors be members of the BCTF Executive Committee. (Sept 68 Ex, p. 4) (Feb 82 RA, p. 16)

7.06—That BCTF representatives on the CTF Board of Directors be appointed by the BCTF Executive Committee in alternating years. (Oct 81 Ex, p. 5)

7.08—That substitutes for CTF directors be elected by the BCTF Executive Committee. (Jan 80 Ex, p. 5)

7.10—That, normally, BCTF representatives (delegates and alternates) to the CTF AGM be members of the Executive Committee. (Oct 81 Ex, p. 5)

7.12—That the RA advise the Executive Committee that three members of the RA be appointed as delegates to the CTF Annual General Meeting. (Feb 82 RA, p. 16)

7.14—That the election for CTF delegates from the RA take place at the winter meeting. (Feb 82 RA, p. 16) (June 82 RA, pp. 6-7)

7.16—That the balance of delegates to the CTF AGM be appointed by the BCTF Executive Committee. (Feb 82 RA, p. 16)

7.18—That the executive director attend the CTF AGM as an observer. (Oct 81 Ex, p. 5)

7.20—That in the absence of a voting delegate, the executive director or his/her designate be authorized to serve as a voting delegate during the CTF AGM. (Feb 82 RA, p. 16)

7.22—That procedures for recruiting BCTF members and staff personnel for nomination to CTF committees shall be:

1. That any BCTF active members in good standing and any BCTF staff member shall be eligible for nomination.

2. Vacancies on committees should normally be given widespread publicity throughout the membership of the BCTF.

3. Each applicant shall be required to submit a curriculum vitae form that includes:

(a) educational background;

(b) an outline of teaching experience;

(c) an outline of experience/background relevant to the position for which application is submitted;

(d) a statement of why he/she wishes to serve in the specific position;

(e) names of two references.

4. Curriculum vitae forms shall be confidential, but the fact that a person has expressed a willingness to serve shall not be confidential.

5. Nominations shall normally be made after receipt of a report to the executive from a short-listing committee consisting of the president or first vice-president, the executive director or his/her designate and at least one CTF director.

6. In making nominations the executive shall follow regular electoral processes (more than 50 per cent).

7. The CTF directors shall, on behalf of the BCTF, present and recommend Executive Committee nominations to the CTF Nominating Committee. (Jan 80 Ex, pp. 2-4) (Feb 80 Ex, p. 3)

7.24—That the BCTF not spend BCTF funds in sponsoring national specialist associations. (June 67 RA, p. 6) (Reviewed Nov 78 Ex, p. 8)

7.26—That the immediate past president of the federation be a member of the CTF delegation to regular assemblies of WCOTP. (Ap 79 Ex, p. 2)

8. CONFERENCES AND CONVENTIONS

POLICIES

8.01—*That school boards should make reasonable provision for teachers to attend professional conferences in their fields of teaching without loss of salary.* (June 67 Ex, pp. 3-4) (Reviewed Jan 78 Ex, p. 8)

PROCEDURES

8.02—(a) That the president and executive director or their designates determine those conferences at which the BCTF will be represented and appoint the delegates who will attend.

(b) That, wherever possible and appropriate, the conferences be advertised so that any BCTF member may apply to attend.

(c) That, in selecting delegates to conferences, the president and executive director shall be guided by the following provisions:

1. The member must have some background in the area to be studied.

2. The topic of study must be of general concern to the profession.

3. The individual attending must be prepared, on his/her return, to act as a resource person for in-service education programs. (Oct 61 Ex, p. 8) (Mar 78 Ex, p. 9)

CURRICULUM — **See EDUCATION POLICY, Section 10**

DECLINING ENROLMENT — **See LEARNING CONDITIONS, Section 51.F**

9. EDUCATION FINANCE

A. BASIC PRINCIPLES

9.A.01—*That education is a provincial function and the financing of education is a provincial responsibility.* (75 AGM, p. 53) (Reviewed Jan 80 Ex, p. 9)

9.A.03—*That the provincial finance system should ensure equality of sacrifice on the part of all taxpayers and guarantee equal educational opportunity.* (75 AGM, p. 53) (Reviewed Jan 80 Ex, p. 9)

9.A.05—*That equal educational opportunity requires unequal instructional services for children with special educational needs.* (75 AGM, p. 54) (Reviewed Jan 80 Ex, p. 9)

9.A.07—*That public education funds should be used only for public education. Public funds should not be provided, directly or indirectly, to private schools, denominational or otherwise.* (75 AGM, p. 54) (78 AGM, pp. 57-58) (Reviewed Jan 80 Ex, p. 9)

9.A.09—*That federal government should assume a greater responsibility for financing post-secondary education.* (75 AGM, p. 54) (Reviewed Jan 80 Ex, p. 9)

9.A.11—*That education finance systems must co-ordinate allocation of revenue and the governance of schools to produce high levels of local interest, maximum awareness of local educational needs and equality of educational opportunity.* (75 AGM, p. 54)

9.A.13—*That the system of financing elementary and secondary education in B.C. should have four basic objectives:*

1. provide equality of educational opportunity;

2. provide equality of effort in tax rates;

3. provide for local participation and autonomy in the budget setting process;

4. facilitate excellence of instruction. (Aug 78 Ex, p. 4) (Reviewed Jan 80 Ex, p. 9)

9.A.15—*That the BCTF advocate a system of educational decision-making and education financing that maintains autonomy at the local school district level to develop programs and levels of service appropriate for the children in that community.* (82 AGM, p. 18)

9.A.17—*That pupils enrolled in a public school should not be required to pay a fee as a condition of registration for a course offered in that school.* (May 80 RA, p. 7)

B. PROVINCIAL GOVERNMENT MATTERS

1. GENERAL POLICY

9.B.I.01—*That the provincial government should progressively assume a greater share until it pays 80 per cent of the total cost of education.* (75 AGM, p. 54) (May 80 RA, p. 6)

9.B.I.03—*That provision for some local control of the funding of elementary and secondary education must be guaranteed in legislation* (75 AGM, p. 54) (Reviewed Jan 80 Ex, p. 9)

9.B.I.05—*That expenditures by a school board in excess of a provincially determined program should be shareable in the same proportion as the basic program.* (75 AGM, p. 54) (Reviewed Jan 80 Ex, p. 9)

9.B.I.07—*That actual elementary-secondary education expenditures should be shown by proper accounting by local school boards and the provincial government, so that expenditures related to the community colleges, adult education, recreation and health and rehabilitative services are clearly separated and charged against the appropriate departments of the provincial government.* (75 AGM, p. 54) (Reviewed Jan 80 Ex, p. 9)

9.B.I.09—*That the provincial government should assume a greater share of the costs of the buildings and equipment needed to provide quality education.* (75 AGM, p. 54) (Reviewed Jan 80 Ex, p. 9)

9.B.I.11—*That as a possible alternative to further consolidation of school districts, the provincial government should consider regionalization of such services as purchase and distribution of supplies and sharing of services to effect greater economies and efficiencies.* (75 AGM, p. 55) (Reviewed Jan 80 Ex, p. 9)

9.B.I.13—*That education must be financed by fair taxation, and that any action that results in direct or indirect subsidization by teachers or pupils is a dangerous precedent that would in the long term be detrimental to the quality of education.* (75 AGM, p. 55) (May 80 RA, p. 6)

9.B.I.15—*That the provincial government should amend the Public Schools Act so that an operating budget by-law can be passed by simple majority of the school board.* (75 AGM, p. 55) (Reviewed Jan 80 Ex, p. 9)

9.B.I.17—*That financial support for the public school system should be from a combination of provincial government grants out of general revenue and local property tax revenue whose incidence is responsive to local school board decisions.* (75 AGM, p. 55) (Reviewed Jan 80 Ex, p. 9)

9.B.I.19—*That the BCTF oppose the declining financial support of public schools by the provincial government at a time when millions of dollars are being given by the provincial government to private schools.* (Jan 78 RA, p. 12) (Reviewed Jan 80 Ex, p. 9)

9.B.I.21—*That the federal and provincial governments should provide financial grants for children requiring speech therapy by trained professionals.* (May 80 RA, p. 24)

9.B.I.23—*That all transportation costs for approved curricular and extra-curricular activities should be shareable through the education finance formula.* (Jan 82 Ex, p. 8)

II. FINANCE FORMULA IMPROVEMENTS

9.B.II.01—*That the provincial government should modify the present education finance formula by making provision for variations in needs and costs based on geography, climate, size and age of schools, staff qualifications and experience. Provisions for such variations should be by means of a clearly discernible formula and not on the basis of ad hoc supplementary grants subject only to ministerial discretion.* (75 AGM, p. 55) (Reviewed Jan 80 Ex, p. 9)

9.B.II.03—*That the provincial government should modify the present education finance formula by making provision for variations in costs resulting from socio-economic and cultural differences. Provisions for such variations should be by means of a clearly discernible formula, not on the basis of ad hoc supplementary grants subject only to ministerial discretion.* (75 AGM, pp. 55-56) (Reviewed Jan 80 Ex, p. 9)

9.B.II.05—*That the finance formula should continue to provide for supplementary grants, such grants being subject to clearly defined criteria.* (75 AGM, p. 56) (Reviewed Jan 80 Ex, p. 9)

9.B.II.07—*That through the education finance formula the provincial government should provide adequate funds for in-service education, special training for staff, curriculum development and research. As a target, at least one per cent of the total cost for elementary and secondary education in the province should be assigned for these purposes. Each school board should allocate up to one half of one per cent of its budget toward these purposes with the remainder being provided by the Ministry of Education upon approved applications.* (75 AGM, p. 56) (May 80 RA, p. 6)

9.B.II.09—*That provincial government grants to school boards should be revised frequently to keep them in line with actual costs.* (75 AGM, p. 24) (Reviewed Jan 80 Ex, p. 9)

9.B.II.11—*That the provincial government's grants to school districts for operating expenses of the public schools should be increased to a level that will ensure that there will be no increase in the basic levy.* (75 AGM, p. 24) (Reviewed Jan 80 Ex, p. 9)

9.B.II.13—*That any exemption device or grant such as the home-owner grant should be adjusted annually to allow for inflation.* (Mar 79 Ex, p. 8) (Reviewed Jan 80 Ex, p. 9)

9.B.11.15—*(a) That the BCTF support an education financing and distribution formula that provides adequate, appropriately distributed funding to allow for quality education and equality of access to education.*

(b) That the BCTF oppose those sections of the new education finance formula that fail to meet these objectives. (82 AGM, pp. 17-18)

III. ASSESSMENT AND TAXATION

9.B.III.01—*That the provincial government should achieve complete equalization of assessment throughout the province.* (75 AGM, p. 56) (Reviewed Jan 80 Ex, p. 9)

9.B.III.03—*That the provincial government should expand the application of the property tax to include all currently exempt property, including church and government property, and should require the application of a uniform mill rate to all property.* (75 AGM, p. 56) (Reviewed Jan 80 Ex, p. 9)

9.B.III.05—*That the property tax for a provincially determined basic education program should be removed from all residential property, including the residential part of family farms, and that the impact of the property tax for amounts in excess of the provincially determined basic program should be significantly reduced by a system of basic exemptions or by use of such a device as the home-owner grant.* (75 AGM, p. 56) (Reviewed Jan 80 Ex, p. 9)

9.B.III.07—*That tax notices should be designed to show accurately actual school costs by clearly indicating the effect of the home-owner grant.* (75 AGM, p. 56) (Reviewed Jan 80 Ex, p. 9)

9.B.III.09—*That the Social Services Tax (sales tax) should be removed from all school supplies and equipment.* (75 AGM, p. 56) (Reviewed Jan 80 Ex, p. 9)

C. LOCAL MATTERS

9.C.01—*That school boards should be allowed to plan on the basis of five-year projections and assemble land for school site purposes prior to actual need. Municipal, industrial and residential development planners should be required to give adequate notice so that school facilities can be provided as soon as needed.* (75 AGM, p. 57) (Reviewed Jan 80 Ex, p. 9)

9.C.03—*That local school boards should be responsible for managing the public school systems within the local school districts.* (75 AGM, p. 57) (Reviewed Jan 80 Ex, p. 9)

9.C.05—*That school boards should submit provisional budgets based on educational needs.* (75 AGM, p. 57) (Reviewed Jan 80 Ex, p. 9)

9.C.07—*That school boards should allocate sufficient funds within their budgets so that there are no charges to any students for required materials or for participation in prescribed or locally developed courses of programs within their schools.* (May 80 RA, p. 7)

D. FEDERAL MATTERS

9.D.01—*That the federal government has a responsibility in the support of public education.* (75 AGM, p. 57) (Reviewed Jan 80 Ex, p. 9)

9.D.03—*That the provincial and federal governments in their agreements to allocate tax revenues, should give prime consideration to the provincial responsibility for financing elementary and secondary education.* (75 AGM, p. 57) (Reviewed Jan 80 Ex, p. 9)

9.D.05—*That federal money should be available to provinces for post-secondary education in the form of fiscal transfers that will not interfere with provincial priorities and provincial constitutional autonomy in education.* (75 AGM, p. 57) (Reviewed Jan 80 Ex, p. 9)

9.D.07—*That the BCTF advocate the establishment of a Canadian Office of Education, jointly supported by the Government of Canada and the governments of the provinces and territories, having the following as some of its functions:*

1. Collection, organization and dissemination of information, as a service to provincial and territorial government authorities.

2. Promotion and support of an adequate program of research in education.

3. Continuous study of the fiscal problems affecting education, and advice to the governments concerned as to how these problems may be met.

4. Co-ordination of the educational activities of various federal government authorities. (75 AGM, p. 57)

9.D.09—*That the federal government should provide to the appropriate provincial ministry of education sufficient funds to provide for at least one year's instruction to school-age immigrant children in one of the official languages of Canada.* (Jan 76 RA, p. 12) (Reviewed Jan 80 Ex, p. 9)

9.D.11—*That the federal government should ensure that there is adequate funding to facilitate its initiatives affecting education.* (Mar 79 Ex, p. 8) (Jan 81 RA, pp. 12-13)

E. PROCEDURES

9.E.02—That the BCTF oppose any legislation that depends exclusively on the average dollar expenditure throughout the province as a factor for the calculation of grants to school boards. (75 AGM, p. 58) (Reviewed Jan 80 Ex, p. 9)

9.E.04—That the BCTF continue to study education finance and that it continue its efforts to improve the present system of education finance in this province. (75 AGM, p. 58) (Reviewed Jan 80 Ex, p. 9)

9.E.06—That the BCTF continue to strive for co-operative action with the BCSTA and other organizations to achieve improved provincial funding of elementary and secondary education. (78 AGM, p. 36) (Reviewed Jan 80 Ex, p. 9)

9.E.08—That the BCTF actively encourage each local association to gain a working partnership with its school board in establishing priorities and in examining existing practices. (75 AGM, p. 58) (Reviewed Jan 80 Ex, p. 9)

9.E.10—That local associations be encouraged to secure agreements with their school boards to discuss the provisional and final budgets. (75 AGM, p. 58) (Reviewed Jan 80 Ex, p. 9)

9.E.12—That the BCTF assist local associations to increase member and public awareness of issues in education finance. (78 AGM, p. 36) (82 AGM, p. 53)

10. EDUCATION POLICY

A. GENERAL PRINCIPLES

POLICIES

10.A.01—*(a) The broad prime aim of the public school system should be to foster the growth and development of every individual, to the end that he/she will become and be a self-reliant, self-disciplined, participating member with a sense of social responsibility within a democratic society.*

(b) That the BCTF believes in working co-operatively with the Ministry of Education and the BCSTA, the Home and School Federation, community agencies and other groups interested in education toward achieving this prime aim of the public school system. (74 AGM, pp. 56-57) (May 77 RA, p. 7)

10.A.03—*That provincial educational goals should be directed toward ensuring:*

1. for each student the opportunity for successful participation and for the enhancement of his/her self-esteem regardless of aptitude or background;

2. equal opportunity for all regardless of learning disabilities or abilities, or interests and aspirations;

3. protection from discrimination on the basis of place of birth, place of residence, sex, age, race, religion, or socio-economic status;

4. that action be taken to reverse the effects of past discrimination;

5. provision of lifelong access to public education;

6. provision of programs that increase students' options rather than limit them;

7. equal opportunity for all children to develop capacity for intellectual and cultural growth, recreation and leisure activity, happy family relationship, productive community life, and participation as citizens in a democracy;

8 opportunities for parents, students and teachers to develop objectives and programs;

9. adequate teacher education programs in universities;

10. adequate funding for the continued professional development of teachers. (77 AGM, pp. 7-9)

10.A.05—*That the BCTF believes that public schools should be primarily concerned with general education, not with training for specific jobs.* (69 AGM, p. 34) (Reviewed Dec 79 Ex, p. 14)

10.A.07—*That the BCTF reaffirm its stand that schools should be of a secular nature.* (64 AGM, p. 35) (Reviewed Dec 79 Ex, p. 15)

10.A.09—*That religious exercises should be discontinued in B.C. public schools.* (64 AGM, p. 14) (Reaffirmed 66 AGM, p. 48) (Reviewed Dec 79 Ex, p. 15)

10.A.11—*That section 94 of the Regulations of the Lieutenant-Governor in Council should be amended to read: "The principal and teachers of a public school shall endeavor to see that the students are made aware of the ideals of respect for and responsibility to Canadian institutions promoting a better democratic society."* (69 AGM, p. 37) (Reviewed Dec 79 Ex, p. 14)

10.A.13—*That the BCTF support the principle that all parents have the right to have their children taught in either official language in any part of Canada where there are sufficient numbers to make it feasible.* (Jan 78 RA, p. 14)

10.A.15—*That the BCTF support the provision of opportunities for all students to become fluent in both official languages.* (Jan 78 RA, p. 15)

10.A.17—*That the Ministry of Education and local school boards should encourage the use of French as a language of instruction within the public school system for both French-speaking students and interested English-speaking students, where the numbers warrant it.* (75 AGM, p. 11) (Reviewed Dec 79 Ex, p. 14)

10.A.19—*That the Ministry of Education should ensure that sufficient numbers of teachers in B.C. are trained (or retrained) to teach a French immersion program.* (Feb 78 Ex, pp. 9-10)

10.A.21—*That French immersion programs should be implemented at a rate that would enable B.C. teachers to be trained to teach them.* (Feb 78 Ex, p. 9)

10.A.23—*That the Ministry of Education and local school boards should encourage the teaching of local minority group languages, including native Indian languages, where the local minority group communities have requested that such teaching take place.* (Jan 78 RA, p. 12)

10.A.25—*That school boards should:*

1. establish representative advisory committees to assist in the development of school-based committees to assist in the development of school-based programs that reflect the multiculturalism of Canadian society;

2. provide such committees with adequate funding to carry out their tasks. (77 AGM, p. 18)

10.A.27—*That there should be an expansion of second language offerings in the public schools of B.C. in which English is the language of instruction.* (June 79 Ex, p. 12)

10.A.29—*That local school boards should provide the opportunity for study of any second language requested for ten or more students in a particular school.* (June 79 Ex, p. 12)

10.A.31—*That the goals and directions of the school system should be determined by interaction of students, parents and teachers at the local level through a process that would involve examination of present and future needs of our young people.* (Oct 77 RA, p. 51)

10.A.33—*That each school staff should consult with the students of the school, the parents of the students and other members of the community, with a view to formulating school policy regarding the effective and orderly operation of the school.* (76 AGM, p. 18)

10.A.35—*That the BCTF support the concept of parent and student involvement in education decision-making.* (76 AGM, p. 56)

10.A.37—*That the BCTF promote and foster organizations and structures to increase community involvement at the school and district level in program planning, school development and operation.* (70 AGM, p. 22) (Reviewed Dec 79 Ex, p. 14)

10.A.39—*That teachers be encouraged to develop further the relationship between the home and the school.* (Oct 75 Ex, p. 23)

10.A.41—*That the BCTF support and encourage the development of community schools.* (Jan 78 Ex, p. 2)

10.A.43—*That teachers and principals should be given the opportun-*

ity to participate in the formulation of educational policy on the basis of equality with other authorities, particularly at the local level.
(61 AGM, pp. 32-33)
(66 AGM, p. 39)
(Reviewed Dec 79 Ex, p. 14)

10.A.45—*That top priority should be given to the elementary school in terms of planning and financial assistance.* (73 AGM, p. 7)
(Reviewed Feb 79 Ex, p. 10)

10.A.47—*That school districts should provide:*

1. opportunities for remedial instruction for groups of pupils for whom this is appropriate; and

2. special programs of instruction for slow learners. (67 AGM, p. 8)
(Reviewed Jan 75 Ex, p. 17)

10.A.49—*That the Permanent Record Card should be redesigned.*
(70 AGM, p. 28)
(Reviewed Dec 79 Ex, p. 14)

10.A.51—*That the BCTF oppose the use of any form of corporal punishment in the public schools of B.C.* (78 AGM, p. 17)

10.A.53—*That the BCTF work with the ministry in developing new programs to deal with the status of students between 7 and 15 years of age who are not in attendance in schools or who have been suspended.*
(May 77 Ex, pp. 9-15)

10.A.55—*That the BCTF promote and foster early childhood education as part of a lifelong educational continuum.* (75 AGM, p. 10)
(Reviewed Dec 79 Ex, p. 14)

10.A.57—*That, in accordance with statement 10.A.57, the BCTF urge the provincial government to provide adequate funding for pre-school education centres (including day care facilities) that will ensure:*

1. the attraction and retention of well-qualified staff;

2. equitable access to use of facilities by all parents.
(Mar 76 Ex, p. 2)

10.A.59—*That it is the responsibility of school districts and the provincial government to establish day care, and that the funding should be provided by the provincial government.* (Oct 80 RA, p. 11)

10.A.61—*That to provide for the fullest growth and development of every child, each elementary school must have adequate time for instruction in art, music and physical education during the week.*
(74 AGM, p. 60)
(Reviewed Dec 79 Ex, p. 14)

10.A.63—*That nutrition education should be taught at both elementary and secondary levels.* (75 AGM, p. 11)
(Reviewed Dec 79 Ex, p. 14)

10.A.65—*That the Ministry of Education should, in conjunction with the BCTF, develop and implement programs to educate students about rape and sexual assault.* (78 AGM, p. 12)

10.A.67—*That the Ministry of Education, local school boards, and teachers should develop and implement Practical Life Skills courses, fully integrated, for Grade 8 male and female students, to encompass various aspects of home economics and industrial education.* (78 AGM, p. 38)

10.A.69—*That school districts, in consultation with existing local Native Indian organizations, should establish improved academic support programs to assist and encourage more Native students to complete Grade 12.* (79 AGM, p. 23)

10.A.71—*That the BCTF views that the study of creationism should not be a part of the science curricula and that the appropriate place for the inclusion of such theological beliefs is within the curricula of Religious Studies and Comparative Religions.* (Mar 81 Ex, p. 3)

10.A.73—*That a general education should include opportunities for career education including:*

1. knowledge of career options;

2. counselling on appropriate career choices;

3. "hands on" experience with broad, non-specialized training within school courses and work experience/work observation programs.
(May 81 RA, p. 15)

10.A.75—*That all career preparation programs should be designed to allow students to enrol in part or in all of the courses within a program.*
(May 81 RA, p. 16)

10.A.77—*That the BCTF seek to ensure that each career preparation program:*

1. provides opportunities in the curriculum and in the work experience for students to examine the rights, the contributions and the responsibilities of working people and of trade unions;

2. provides opportunities for students to acquire broad generic skills rather than narrow, specific job preparation skills;

3. is able to stand on its own merits as an integral part of secondary school education; that is, it does not have to be specifically articulated to a program in a tertiary institution;

4. is non-sexist in design, and content;

5. provides equal opportunity to both girls and boys to enrol in any career preparation program;

6. includes a work experience component that is solely educational; includes a clause that it is the responsibility of the work experience co-ordinator to ensure that the student is not replacing a regular employee;

7. is adequately funded. (May 81 RA, p. 16)

10.A.79—*That there should be no permanent recording of failure on the senior secondary school graduation statement (Dogwood Certificate).*
(June 81 Ex, p. 4)

PROCEDURES

10.A.02—(a) That the Executive Committee be authorized to consult with the Ministry of Education on any matter on which BCTF policy has been established.

(b) That the Executive Committee should consult the Representative Assembly and/or the membership for instruction on any matter on which BCTF policy has not been established. (58 AGM, p. 2)
(69 AGM, p. 39)
(Reviewed Dec 79 Ex, p. 14)

10.A.04—That the BCTF support local associations in their endeavors to work co-operatively with their school boards toward achieving the prime aim of the public school system, as outlined in statement 10.A.01(a). (May 77 RA, p. 7)

10.A.06—That the BCTF work with representatives of the Native Indian community to help ensure that the educational needs of the Native Indian population are met. (69 AGM, p. 43)
(74 AGM, p. 38)
(Reviewed Dec 79 Ex, p. 16)

10.A.08—That local associations be encouraged to investigate the selection process for alternative programs, other than ESL programs, that results in the placement of a disproportionate number of Native students in such programs. Once the investigation is completed, local associations be encouraged to develop guidelines and make recommendations to local school boards and to the ministry for a more practical means of program selection. (79 AGM, pp. 22-23)

10.A.10—That, in recognition of the fact that French-speaking teachers have special problems offering French-speaking students instruction in French in B.C., the BCTF try to provide assistance in solving such problems. (Jan 78 RA, pp. 14-15)

10.A.12—That the BCTF develop a program to encourge the implementation of French immersion programs in B.C. (Feb 78 Ex, p. 9)

10.A.14—That the BCTF seek the redesign of those career preparation programs whose primary focus is on job training rather than on general education. (May 81 RA, p. 16)

B. CURRICULUM DEVELOPMENT

1. BCTF Curriculum Development Principles

POLICIES

10.B.01—*That the curriculum of each public school should be so designed that it would promote and foster the growth and development of each individual, to the end that he/she will become self-reliant, self-disciplined, participating member with a sense of social responsibility within a democratic society.*

1. Programs should be specifically designed for individual children, recognizing the unique way in which each learns.

2. The following are some of the characteristics of the learning process that should be considered in the design of the curriculum:

(a) Pupils learn through a variety of processes: such as the manipulative, the imaginative, the creative, the intellectual.

(b) Pupils learn best when a multi-sensory approach is used.

(c) Pupils learn most rapidly when the activities in which they are involved seem useful and important to them.

3. In the process of organizing learning experiences:

(a) Provision should be made for pupils to understand concepts, to acquire skills, and to develop desirable habits, attitudes and appreciations.

(b) Every child from the earliest years should be assisted in developing techniques for self-learning and given opportunities for self-evaluation.

4. In organizing and selecting learning experiences and in determining sequence, teachers of various disciplines, teachers of children of different ages, specialist teachers, and when necessary, members from the consultative services should communicate continually.

5. The intrinsic value of an organized series of learning experiences should be clearly recognizable to the pupils, to the parents and to the community.

6. The school system should be organized to permit each pupil to make continuous progress.

7. The progress of pupils should be evaluated in its relation to objectives that may have been agreed upon co-operatively by teacher and student.

8. The program designed for each child, and the continuing evaluation and redesigning of the program, should in every case be the responsibility of the professional teacher.

9. In attempting to provide for the individual differences of pupils in the classroom, teachers should make continuing professional decisions concerning, for example:

(a) adaptations of the curriculum;

(b) the selection of a variety of materials;

(c) the methods of grouping the pupils;

(d) the identification of pupils with learning difficulties for referral to other professional people.

10. Curriculum revision at all levels should be a continuous process.

11. The public school system should be viewed as a single unit, which should foster in each pupil a lifetime desire for continuous learning.
(74 AGM, pp. 33-35)
(Reviewed Dec 79 Ex, p. 15)

10.B.03—*That the development and approval of courses at the local level should be encouraged.*
(Feb 71 Ex, p. 3)
(Reviewed Jan 75 Ex, p. 8)

10.B.05—*That teachers should constantly be involved in curriculum development and review at the local as well as provincial levels. The curriculum should provide an education that meets the cultural, vocational, intellectual and emotional needs of contemporary students.*
(Oct 75 Ex, p. 23)
(Jan 80 Ex, p. 12)

10.B.07—*That funding of local curriculum development should be a responsibility of the Ministry of Education and the local school board.*
(Feb 76 Ex, p. 13)

10.B.09—*That the processes used by the ministry in developing and in implementing curriculum should be determined through agreement among the BCTF, BCSTA and the ministry. This agreement should provide an ongoing process to enable the communities of this province to comment on the public education goals required to serve all community members, and the profession must be prepared to explain and discuss educational programs that are inherent in any set of goals selected by a community.*
(Oct 77 RA, p. 6)

10.B.11—*That the Ministry of Education, through local school boards, must ensure that this ongoing process enables the profession to explain and discuss educational programs that are inherent in any set of goals selected by a community.*
(Mar 76 Ex, p. 4)

10.B.13—*That this process should be flexible to ensure that adjustments can be made in levels of decision-making within local school districts. Consultation and joint decision-making should involve parents, teacher groups and boards.*
(Mar 76 Ex, p. 4)

10.B.15—*That the ministry's role in school curriculum should be to facilitate the development by the public of broad general goals and policies and to facilitate the efforts of trustees, teachers, parents and students in their pursuit of goals.*
77 AGM, p. 7)

10.B.17—*That responsibility with accountability implies three levels of responsibility in curriculum, accountability, and decision-making — ministry to general public; local school district to regional public; local school to local community of the school.*
(Mar 76 Ex, p. 4)

10.B.19—*That these levels of responsibility are inter-related. The ministry should provide advice and the necessary resources to permit informed decision-making and evaluation at the two local district and school levels.*
(Mar 76 Ex, p. 5)

10.B.21—*That the BCTF recognizes the need for educational planning and development at the school and local level that gives full consideration to the social, economic, ethnic and cultural nature of the pupils and others in the school community.*
(70 AGM, p. 22)
(75 AGM, p. 9)
(Reviewed Dec 79 Ex, p. 15)

10.B.23—*That the concept of a provincial core curriculum with arbitrary levels of attainment for all children is not acceptable.*
(Oct 77 RA, p. 5)

10.B.25—*That central development and imposition of curriculum and tests are inappropriate for B.C.'s diverse geography and cultures.*
(Oct 77 RA, p. 6)

10.B.27—*That the Ministry of Education should institute an elective women's course as part of the curriculum in Grades 11 and 12.*
(79 AGM, p. 19)

10.B.29—*That the BCTF believes that family life education and sex education should be an integral part of the school curriculum.*
(69 AGM, p. 33)
(Reviewed Dec 79 Ex, p. 15)

10.B.31—*That the Ministry of Education should, in conjunction with the BCTF, develop and implement family life and sex education courses at all levels of the public school system.*
(May 80 RA, p. 24)

10.B.33—*That the Ministry of Education should strike an advisory committee on spcial education programs at all levels.*
(June 75 Ex, p. 24)
(Reviewed Dec 79 Ex, p. 19)

10.B.35—*That locally developed courses numbered 11 or 12 that have been evaluated and approved by the local school board and local teachers' association, and registered with the Ministry of Education, should be recognized for credit for graduation on the same basis as provincially prescribed courses.*
(June 75 Ex, p. 25)
(Reviewed Dec 79 Ex, p. 19)

10.B.37—*That the Executive Committee support the concept of a provincial clearing house for all curriculum areas.*
(May 81 Ex, p. 15)

2. Course Revisions

POLICIES

10.B.39—*That adequate time and resources should be provided for teachers involved in curriculum development and program planning.*
(75 AGM, p. 91)
(Reviewed Dec 79 Ex, p. 15)

10.B.41—*That when teachers are relieved from teaching duties to work on curriculum revision committees, and the costs of substitutes are paid by the ministry, no honoraria need be paid to the teachers involved.*
(Nov 66 Ex, p. 3)
(Reviewed Dec 79 Ex, p. 19)

10.B.43—*That the Ministry of Education should make available to school boards by October 31 of each year information concerning the probable cost of all courses to be introduced in the following year, so that boards may have the information in time to use it in preparing their annual budgets.*
(65 AGM, p. 23)
(Jan 71 Ex, p. 5)
(Reviewed Dec 79 Ex, p. 15)

10.B.45—*That the Ministry of Education should provide the BCTF with a maximum amount of advance information on major changes and important experiments in the school system.*
(59 AGM, p. 22)
(Reviewed Dec 79 Ex, p. 15)

10.B.47—*That the Ministry of Education should institute at the junior and senior secondary levels an optional credit course called "Reading Improvement" with the provision of additional funding to school boards making such courses available.*
(May 78 RA, p. 22)

10.B.49—*That the ministry should provide concentrated working time for its revision committees through extended periods of released time and/or summer work.*
(Feb 80 Ex, p. 9)

10.B.51—*That the BCTF oppose the compulsory nature of Consumer Fundamentals 9/10.*
(May 81 RA, p.17)

10.B.53—*That the BCTF supports maintaining and/or introducing the teaching of essential consumer education skills within existing required courses.*
(Feb 82 RA, p. 16)

10.B.55—*That the BCTF opposes separate compulsory courses in consumer education in the secondary school program.*
(Feb 82 RA, p. 6)

10.B.57—*That schools should not implement compulsory courses in consumer education unless and until at least the following conditions are met:*

1. the course can be introduced without damaging the exploratory nature of the junior secondary program;

2. the course can be introduced without seriously damaging the arts and other elective programs in the school;

3. the curriculum has public and professional approval as adequate;

4. the course has been through a successful pilot phase and has been demonstrated to be adequate;

5. adequate materials are provided for the course, and are available without reducing the materials available for other courses in the school program. (Feb 82 RA, pp. 7-8)

10.B.59—*That projects involving students' art work:*

1. should not take the form of a competition, unless directed specifically at students in senior design classes;

2. should conform to the "criteria for the planning of projects involving students' art work" adopted by the B.C. Art Teachers' Association. (June 82 Ex, p. 5)

PROCEDURES

10.B.02—That the BCTF exert pressure on the ministry and school boards to provide released time for teachers for in-service in connection with new curriculum. (Feb 80 Ex, p. 9)

3. Resource Materials

POLICIES

10.B.53—*That the Ministry of Education and/or school boards should make every effort to provide learning materials, including textbooks, prior to the beginning of the term.* (55 AGM, p. 6) (65 AGM, p. 22) (Reviewed Dec 79 Ex, p. 15)

10.B.55—*That the Ministry of Education should make grants to local districts in lieu of providing instructional materials.* (62 AGM, p. 17) (72 AGM, p. 11) (Reviewed Dec 77 Ex, p. 12)

10.B.57—*(a) That excellence in learning materials should be sought from all sources, with preference being given to Canadian materials.*

(b) That a qualified committee should examine thoroughly materials for suitability and accuracy before recommending them for use.

(c) That, if no existing materials prove suitable, some qualified person or persons should be commissioned to prepare some. (75 AGM, pp. 7-8) (Reviewed Dec 79 Ex, p. 15)

10.B.59—*That the BCTF recommend the establishment of a centralized service at one of the provincial universities, probably because of size, its ERIC network link and its potential capability, at the University of British Columbia, financed mainly, if not entirely, by the Ministry of Education.* (May 75 Ex, p. 7)

10.B.61—*That the Ministry of Education should pressure publishers to eliminate all indications of grade and ability level from prescribed and supplementary texts in the B.C. public school system and include such indications as grade and ability level in the teacher notes or teacher manuals that accompany these prescribed and supplementary texts.* (Jan 79 RA, p. 12)

10.B.63—*That the School Act Regulation 123A should be amended to allow for the selection of supplementary readers and other instructional materials by the school staff.* (Jan 80 Ex, p. 12)

10.B.65—*That the BCTF seek changes in the School Act to provide for pre-school education as part of the public schools program, and to seek adequate government funding for such a program.* (80 AGM, p. 24)

4. BCTF Curriculum Procedures

10.B.04—(a) That curriculum resolutions be accepted at any time of the year and be directed to the Professional Development Advisory Committee. A supporting brief should be submitted with each resolution.

(b) That the sponsor of a resolution not supported by the Professional Development Advisory Committee be permitted to take the matter to the Executive Committee or to the AGM. (65 AGM, pp. 17-19) (76 AGM, p. 55)

10.B.06—That the responsibilities of the Professional Development Advisory Committee include advising the Executive Committee on those professional development matters pertaining to provincial curriculum design, evaluation, assessment and in-service education. (May 75 RA, p. 13) (76 AGM, p. 55)

10.B.08—That the PSA Council advise the Professional Development Advisory Committee on any matters relating to PSAs. (May 75 RA, p. 14) (76 AGM, p. 55)

10.B.10—That BCTF representatives to Ministry of Education committees, acting in the capacity of liaison for the BCTF, shall report to the PDAC so that recommendations may be made from the PDAC to the BCTF Executive Committee. (June 75 Ex, p. 23)

10.B.12—That each local association be encouraged to appoint a curriculum committee. (Jan 76 RA, p. 20)

10.B.14—That the BCTF provide professional guidance to teachers in the design and evaluation of locally developed courses. (72 AGM, p. 27) (Reviewed Dec 79 Ex, p. 15)

10.B.16—That the federation discuss with the ministry the process for establishing or determining curricular goals and the local public involvement and local professional consultation required. (Mar 76 Ex, p. 5)

10.B.18—That the federation seek to persuade the ministry to accept this curriculum process on the understanding that the process can provide for curriculum decisions at a variety of levels in a variety of districts. , (Mar 76 Ex, p. 5)

10.B.20—That the federation seek to have the ministry accept the process for curricular goal establishment as a workable and logical one to determine whether or not there is a definable core curriculum. (Mar 76 Ex, p. 5)

C. CHILDREN WITH SPECIAL NEEDS

10.C.01—*Every child is entitled to an appropriate education. All children, regardless of ability, can benefit from education and training. Some children require differentiated situations and programs to benefit from public education. Such children are said to have special needs.*

1.1 *That a special needs child should be placed only after appropriate procedures have taken place.*

1.3 *That a child whom any teacher perceives to have special needs should be referred to appropriate services after obtaining parental approval.*

1.5 *That assessment of a special needs child's progress should be an ongoing process of consultation between the teacher, parents, administrator, auxiliary professional personnel and the student (where applicable).*

1.7 *That the special needs child is entitled to a program and services from within the school and community flexible enough to ensure that improvement is evident.*

1.9 *That prior to the introduction of the special needs student in a regular class, appropriate release time and an intensive in-service program should be provided for the receiving teacher.*

1.11 *That in-service and ongoing support services should be present before the receiving teacher incorporates a special needs child in the classroom.*

1.13 *That a special needs child should be placed only after the teacher, parents, administrator, auxiliary professional personnel and the student (where applicable) have met to consider appropriate educational and medical information and a program, agreed to by all concerned, has been established.*

2.1 *That the teacher has the primary responsibility for assessing the classroom situation before and after the arrival of the special needs student to determine the effects on the teaching and learning situation.*

2.3 *That the classroom teacher should be provided with adequate release time and resources for ongoing classroom assessment.*

2.5 *That where change is necessary to facilitate the establishment of an effective teaching and learning situation the teacher, auxiliary professional personnel and administrator should co-operate to provide the support and/or change required.*

2.7 *That adequate resources should be made available to ensure implementation of the teacher's classroom assessment recommendations.*

2.9 *That the final responsibility for classroom management of the student's program lies with the teacher.*

3.1 *That administration of medication to special needs students should be in accordance with statement 13.03 and with the Revised Statutes of B.C., chapter 254, Section 72-73 of the Medical Practitioners Act, which states that teachers are not allowed to practise medicine.*

3.3 *That where appropriate a child should be encouraged to wear a medic alert bracelet or medallion.*

3.5 *That the principal should establish clear procedures known to all school personnel for the carrying out of fire regulations that would expedite the evacuation of handicapped children.*

3.7 *Special needs children and teachers should be fully covered by insurance in case of accident or injury during extra-curricular activities as well as regular classroom hours.*

3.9 *That inter-communication devices should be provided in rooms wherever emergency aid may be required.*

3.11 *That in the event a special needs student is unaccountably absent in the class designated, the teacher should immediately inform the school administration, who should take responsibility for locating the pupil.*

4.1 *That the provision, by the board of school trustees, of appropriate transportation services to special needs students should be mandatory.*

5.1 *That all education students should be required to take an introductory course in special education. This course should include practicums working in a variety of situations involving special needs students.*

5.3 *That wherever practical, the emphasis should be placed on an internship where special needs students are being taught.*

6.1 *That a pool of specially trained substitutes should be developed by each district.*

6.3 *That where possible these substitutes should be assigned to classes with special needs students.*

6.5 *That every effort should be made to encourage continuity in the assignment of substitutes to classes with special needs students.*

7.1 *That trained aides should be provided and be responsible for assisting special needs students during platooning, toileting and changing for physical education, including swimming, and participating in special activities.*

7.3 *That trained aides should be provided for special needs students during lunch hour and recess breaks.*

7.5 *That a teacher of a special needs child should play a major role in the choice of trained aides or non-teaching persons with whom he/she will work.*

7.7 *That the persons involved in assigning trained aides or non-teaching persons for a special needs child should include the teacher, administrator and auxiliary professionals.*

8.1 *That the educational and support services for pre-school children with special needs should be provided at the local and/or regional level by the appropriate ministries.*

8.3 *That pre-school screening programs should be established to identify children with special needs as early as possible.*

8.5 *That pre-school programs that will meet the needs of children with special needs should be made available in each district.*

8.7 *That priority in these pre-school programs should be given to children who are physically, educationally or socially handicapped.*

9.1 *That the ministries of Education, Health, Human Resources and the Attorney General should co-ordinate through the Ministry of Education the delivery of adequate funds and services to school districts for special needs children.*

9.3 *That the inter-agency effort should facilitate the provision of adequate co-ordinated and integrated services for special needs pupils of public school age.* (81 AGM, pp. 30-33)

D. LEARNING ASSESSMENT

POLICIES

10.D.01—*That regulation 91 of the Regulations of the Lieutenant-Governor in Council should be amended to read: "During the school year, on a form or in a manner approved by the Board of School Trustees, a teacher shall provide for the information of the parent or guardian of each pupil taught by him/her a report or reports setting out the pupil's progress, attendance and punctuality. The frequency and timing of each report shall be decided by the principal in consultation with the individual teacher, and, if necessary, with the district superintendent."* (88 AGM, p. 12) (Reviewed Dec 79 Ex, p. 15)

10.D.03—*That on any Ministry of Education committee established on measurement and evaluation, a majority of the members should be representatives nominated by the BCTF Executive Committee.* (June 74 Ex, p. 15) (Reviewed Dec 79 Ex, p. 19)

10.D.05—*That at least one elementary classroom teacher should be appointed to any external team that is serving to assist an elementary school to carry out an evaluation of its program.* (Nov 77 Ex, p. 5)

10.D.07—*That the BCTF actively oppose the use of standardized tests as a means of evaluating individual pupil, individual teacher or individual school performance.* (Oct 75 RA, p. 21) (Feb 82 RA, p. 17)

10.D.09—*That because of their gross generality, such province-wide testing programs as the provincial learning assessment program lack validity.* (Oct 77 RA, p. 6)

10.D.11—*That school-based testing programs used with discretion and with professional judgment provide appropriate diagnosis, remediation and evaluation of the learning of children.* (Oct 77 RA, p. 7)

10.D.13—*(a) That four sequential steps should be pursued in the process of systematically evaluating the B.C. public school system.*

(b) The order of these steps for any subject or broad field or any other kind of organizational pattern assessment are:

(i) a goals assessment;

(ii) an outcomes assessment;

(iii) a discrepancy analysis;

(iv) an evaluation arising from the discrepancy analysis.

(c) The BCTF recognizes that the Ministry of Education is responsible for ensuring that each school, in consultation with its community, designs and conducts on a continuing basis comprehensive assessments of its learning programs. (Feb 79 Ex, pp. 10-11)

10.D.15—*That in the preparation of any instruments to be used in any future goal outcome assessments, teachers named by the BCTF participate in the preparation of the instruments and that, to accomplish this, adequate release time be provided to those who assume this responsibility.* (Aug 75 Ex, p. 10)

10.D.17—*(a) That the purpose of the present secondary accreditation process is to provide secondary school staff with the opportunity to develop, in co-operation with their local communities, the best possible school climate and programs.*

(b) That the secondary school accreditation booklet and process should be renamed the secondary school assessment program.

(c) That local school boards should have the right and responsibility to negotiate all terms and conditions of the secondary school assessment program with local teachers' associations.

(d) That the ministry, upon receipt of the locally negotiated terms and conditions, should accept responsibility for financial support to the school district for the implementation of the secondary school assessment program. (Nov 81 RA, p. 5)

10.D.19—*The responsibility for the effective operation of schools rests with local school boards, teachers, and their communities. The following policy is provided as guidance to those teachers who, by majority decision of the school staff, wish to undertake the Ministry of Education Elementary School Assessment Program.*

(a) That the purpose of elementary school assessment is to provide school staffs with an opportunity to develop, in co-operation with their local communities, the best possible school climate and programs. The assessment should be forward-looking rather than a fault-finding evaluation of the past.

(b) That part of the professional responsibility of teachers includes participating in assessing the educational programs of the schools.

(c) That the local association should negotiate the best possible conditions for elementary school assessments.

(d) That the local association should negotiate a policy for school assessment that includes the following prerequisite conditions:

1. The right of the school staff to clarify its purposes and objectives in undertaking assessment.

2. The right to determine the most appropriate instrument to use in meeting the objectives, and then the right to determine whether all or part of the instrument is used.

3. The right of a school staff to determine if teacher/administrator evaluating should occur during the year of an assessment.

4. The responsibility of the school staff to determine the extent of community involvement in the assessment.

5. The need to provide adequate resources, including appropriate in-service education release time to carry out the assessment without jeopardizing the current educational programs.

6. Adequate resources to implement assessment; for example, additional secretarial assistance, substitute teacher days.

7. Adequate release time for full staff meetings that does not require the use of professional development days (non-instructional days).

8. The time that will be required and the portion of the school year to be designated for elementary school assessments.

9. The frequency.

10. The right of the school staff to determine if any external review team should visit the school. If the school does agree to the visitation by an

external team, the purposes and the membership (to include at least one elementary classroom teacher) should be determined by the teachers of the elementary school.

11. The right of the school staff to determine to which external group, or individuals, if any, the results of the assessment shall be released.

12. The agreement of the school board to implement the recommendations resulting from the assessment, wherever possible.

13. The agreement of the school board to negotiate the priority of implementation of particular recommendations resulting from the assessment.

(e) That school staffs have the right and responsibility to determine whether or not the negotiated conditions are satisfactory before undertaking elementary school assessment.

(f) That if a school staff has not achieved satisfactory conditions for undertaking assessment, an appeal shall be made to the local association for support.

(g) That the BCTF shall provide full legal and moral support to a school staff for the right to decline elementary school assessment providing that the local association has supported the appeal of the school staff.

(h) That, in accordance with statement 5.4 of the learning conditions declaration, if a school staff is dissatisfied with school board actions in implementing recommendations in the assessment report, the school staff should grieve through the local association grievance procedure. (June 82 RA, pp. 10-12)

10.D.21—*That the instrument to be used by elementary schools in evaluating their own programs should include references to remind school staffs of the importance of safeguarding the rights and responsibilities of students, parents (guardians), and teachers.* (Nov 77 Ex, pp. 5-6)

10.D.23—*That the ministry should provide at least an additional two non-instructional days for schools undertaking accreditation and/or self-assessment in the school year in which the accreditation or assessment is to be completed.* (82 AGM, pp. 53-54)

10.D.25—*That the Ministry of Education be requested to provide financial and technical assistance to enable teachers to be released temporarily from their regular classroom;*

1. to design and develop valid and reliable instruments for conducting individual, school-based goals assessments and outcomes assessments;

2. to carry out the subsequent discrepancy analysis and evaluations that will arise from the discrepancy analysis. (May 76 Ex, p. 5)

10.D.27—*That BCTF members should not be compelled to:*

1. mark provincial tests;

2. record provincial test scores to make decisions regarding placement of students;

3. use provincial test scores to make decisions regarding placement of students;

4. use provincial test scores to compare students;

5. use provincial test scores to compare teachers, schools or districts;

6. focus on arbitrary externally-imposed standards for student progress;

7. focus on a single core curriculum in teaching students. (May 77 RA, p. 16)

10.D.29—*That determination of needs and evaluation of learning is most appropriate when it is close to the scene of actual teaching and learning.* (Oct 77 RA, p. 6)

10.D.31—*That the BCTF believes that the interests of all concerned are best served when the evaluation of all students for all stages of school progress is the responsibility of the school, keeping in mind that the central relationship in education is the one that exists among the pupil, the parent and the teachers.* (89 AGM, p. 32) (Reviewed Dec 79 Ex, p. 15)

10.D.33—*That the use of any kind of external secondary school leaving examination would be incompatible with the practice of the school's accepting responsibility for determining whether or not its students had met graduation requirements.* (May 72 Ex, p. 13) (Reviewed Dec 79 Ex, p. 19)

10.D.35—*That the BCTF favors the issuance of an appropriate certificate to every student (showing the level of education completed) when he/she leaves school.* (89 AGM, p. 34) (Oct 80 RA, p. 3)

10.D.37—*That the BCTF opposes the use of rank order letter grades and comparative kinds of checklists for the purposes of reporting student progress in K-7, although the use of criterion-referenced checklists is not disputed.* (May 81 RA, p. 18)

10.D.39—*That boards of school trustees should have the authority, after consultation with the professional staff, to select in grades 4-7 either the provincial symbols for reporting to parents or the same procedures as are outlined in the early childhood grades (K-3); that is, comments, written observations, and parent-teacher consultations.* (June 82 RA, p. 10)

PROCEDURES

10.D.02—That part of the professional responsibility of teachers includes participating in the self-evaluation of the educational programs of the school. (Sept 78 Ex, p. 7)

10.D.04—That any self-evaluation by a staff in any public school should be confined to consideration of the suitability of the programs, and that the decision to undertake such evaluation, including its format, should be agreed to by a majority of the school staff. (80 AGM, p. 23)

10.D.06—That a particular school's plan of self-evaluation shall be agreed to by the teachers prior to implementation. In exercising these rights and responsibilities, teachers should consider the following:

(a) The need to provide adequate resources to carry out the self-evaluation without jeopardizing the current educational programs.

(b) The time that will be required and the extent of release time that will be guaranteed.

(c) The need at the beginning to clarify the purposes and the objectives of the staff in undertaking the evaluation.

(d) The need to designate a major portion of the school year in order to carry out the evaluation.

(e) The need to provide the necessary resources to ensure the implementation of the recommendations.

(f) The need to determine to what external group, if any, the results of the evaluation shall be released.

(g) The need to determine if an external evaluation team should visit the school. If the school does agree to the visitation by an external team, the purposes and the membership (to include at least one elementary classroom teacher) should be determined by the teachers of the elementary school. (Sept 78 Ex, p. 7)

10.D.08—That local associations negotiate with their school boards all terms and conditions for the implementation of the secondary school assessment program, including the rights and responsibilities of individual school staffs. (Nov 81 RA, p. 5)

EDUCATIONAL RESEARCH — See RESEARCH, Section 38

ETHICS — See PROFESSIONAL ETHICS, Section 32

11. FINANCE

PROCEDURES

A. EXECUTIVE COMMITTEE

11.A.02—(a) That the BCTF pay the accommodation, meal and travel expenses for the family of each Executive Committee member in attendance at the initial meeting of the Executive Committee in August.

(b) that the BCTF pay accommodation, meal, travel and baby-sitting expenses to permit the spouse/guest of each Executive Committee member and each Executive Committee member-elect to attend the final dinner meeting of the Executive Committee. (Oct 73 RA, p. 11) (Reviewed Dec 78 Ex, pp. 16-17)

11.A.04—That the normal rates paid for all Executive Committee meetings apply to the Executive Committee meeting section of the Summer Conference. (Aug 74 Ex, p. 35) (Reviewed Dec 78 Ex, pp. 16-17)

B. FEES AND LEVIES

Note: See also section 21, "Membership."

1. Rules for setting fees

11.B.02—(a) That, for each active member, the BCTF portion of the annual membership fee shall be calculated as a percentage of the mean salary of the active members of the BCTF.

(b) That the estimated mean salary of BCTF members be the mean annual salary of B.C. teachers calculated by Statistics Canada for the preceding September, adjusted by any changes received by teachers in January of the current year, and such changes shall be calculated as the provincial mean of the weighted mean of the changes of the minimum and maximum points of the salary scales for Categories 2, 3, 4, 5 and 6 of each school district.

(c) That should the aforementioned statistical data not be available, the mean salary of BCTF members shall be calculated in a manner approved by the Annual General Meeting. (75 AGM, p. 68) (81 AGM, p. 22)

11.B.04—That, for each active member, the Salary Indemnity Fund portion of the annual membership fee shall be calculated as a percentage of the actual salary of each active member, subject to such limitations as may be approved by the Annual General Meeting, plus the employee share of reduced employer contribution to unemployment insurance. (75 AGM, p. 68) (Reviewed June 80 Ex, p. 13)

11.B.06—That, for each active member, the local association portion of the annual membership fee shall be an amount set by a general meeting of the local association, and this portion of the fee shall be payable to the local association. (75 AGM, p. 68) (Reviewed June 80 Ex, p. 13)

11.B.08—That the fee for an active member who teaches on a part-time basis be a pro rata fee deducted monthly, based on a percentage of time the member taught that month. (75 AGM, p. 68) (Reviewed June 80 Ex, p. 13)

11.B.10—That the fee for an active member who teaches for less than a full school year be a pro rata fee based on the number of months the member has taught, deducted in those months. (75 AGM, p. 68) (Reviewed June 80 Ex, p. 13)

11.B.12—That individuals coming to British Columbia as exchange teachers be given active membership without payment of fee. (75 AGM, p. 69) (Reviewed June 80 Ex, p. 13)

11.B.14—That individuals who hold a valid B.C. teaching certificate but are currently unemployed and who meet the required criteria set out in policies and procedures shall be given active membership with payment of a fee equivalent to the annual fee for associate membership then in force. (75 AGM, p. 69) (79 AGM, p. 17) (Reviewed June 80 Ex, p. 13)

11.B.16—That the fee for an active member who is on leave of absence without pay shall be waived. (75 AGM, p. 69) (Reviewed June 80 Ex, p. 13)

11.B.18—That the fee for an active member who is on leave of absence and is receiving part salary shall be a pro rata fee, based on the percentage of salary the member is receiving. (75 AGM, p. 69) (Reviewed June 80 Ex, p. 13)

2. 1982-83 fees

11.B.22—That pursuant to by-law 4.1 and the rules respecting fees to be paid by the members of the British Columbia Teachers' Federation, the mean salary of BCTF members as at January 1981 be calculated as follows:

Statistics Canada mean annual salary of B.C. teachers as at September 1980	$25,235
Weighted mean scale changes — January 1981 — 12.5 per cent	3,154
	$28,389
— January 1982 — 17.1 per cent	4,855
Estimated mean salary of BCTF members, January 1982	$33,244

(82 AGM, p. 40)

11.B.24—(a) That for the 1982-83 fiscal year the fee for active membership payable for the operation of the federation shall be 0.99 per cent of the estimated mean salary of BCTF members, including a $16 allocation of each member's fee for the reserve fund.

Note: The fee is $329.

(b) That for the 1982-83 fiscal year each active member pay, in addition to the fee for the operation of the federation, a fee equal to 0.2 per cent of salary received from the employing school district up to a maximum salary of $50,000, plus the employee's share of reduced employer contribution to Unemployment Insurance for the Salary Indemnity Fund.

(c) That the annual fee for voluntary active membership, payable to the federation for the 1982-83 fiscal year, be $25.

(d) The annual fee for associate membership, payable to the federation for the 1982-83 fiscal year, be $25.

(e) The annual fee for affiliate membership be an amount negotiated between the BCTF and the affiliate, on a fee for service basis. (82 AGM, pp. 40-41)

3. Miscellaneous

11.B.26—That school boards be asked to deduct BCTF and local association membership fees on a monthy basis through a system of payroll deduction, sending the BCTF portion to the BCTF office and the local portion to the local association treasurer or another person designated by the local association. (Mar 59 Ex, p. 2) (Reviewed Dec 78 Ex, pp. 16-17)

11.B.28—That active members and voluntary active members whose fees cannot be deducted and remitted through a school board payroll system shall pay the appropriate BCTF and local association fees (as established by by-law 4 and the rules respecting fees) directly to the BCTF office. (June 76 Ex, p. 27) (June 81 Ex, p. 11)

11.B.30—That any single or continuing special levy whose total exceeds $10 per member must be put to the general membership by a referendum and be passed by a simple majority before it can be assessed and collected. (73 AGM, p. 51) (Reviewed Dec 77 Ex, p.12)

11.B.32—That $3.50 continue to be allocated from the fee of each active member to the William R. Long Memorial International Assistance Fund. (78 AGM, p. 86) (81 AGM, p. 33)

11.B.34—That an active member who is on leave of absence, and is receiving no remuneration through his/her school board, is an active member "without pay" and fees shall therefore be waived in accordance with statement 11.B.16. (Jan 77 Ex, p. 9)

C. FINANCIAL PROCEDURES

11.C.02—That the BCTF's financial policies be based on planned programs continuously reviewed, in terms of current short-term and long-term objectives. (70 AGM, p. 22) (Reviewed June 80 Ex, p. 13)

11.C.04—That the initial assessment and development of program statements and budgets be the responsibility of the program co-ordinators, and that, insofar as possible, committee and task force members participate. (Feb 78 Ex, p. 2)

11.C.06—(a) That the Executive Committee recommend a program budget to the spring meeting of the Representative Assembly.

(b) That the Representative Assembly adopt a budget at its spring meeting for the fiscal year that immediately follows the spring meeting.

(c) That the Executive Committee be required to consider a draft budget for the succeeding year and recommend a fee to the winter meeting of the Representative Assembly.

(d) That at its winter meeting the Representative Assembly consider a draft budget for the succeeding year and recommend a fee to the Annual General Meeting.

(e) That the Executive Committee have the right to include a recommended fee in its report to the AGM.

(f) That all committee recommendations to the AGM be accompanied by an estimate of cost implications, if any.

(g) That the Policies and Procedures Committee assist the sponsors of resolutions to ensure that every resolution is accompanied by cost estimates that are as accurate as possible, and have the assistance of the treasurer as necessary. (Feb 74 RA, p. 9) (May 78 RA, p. 36)

11.C.08—That in general, current year's operations should be financed from current year's revenues. (79 AGM, p.25) (80 AGM, p. 38)

11.C.10—That as an objective, the BCTF achieve a cash position that would eliminate the necessity of borrowing funds at any time during a fiscal year to meet current operating needs. (79 AGM, p. 25)

11.C.12—That the Executive Committee adopt in principle three general criteria for budget changes once the budget has been adopted:

1. money is not to be expended without budget authorization;
2. with the exception of essential services such as legal representation or legally required activities, when money runs out, services are cut off;
3. within broad program areas, increases should be offset by decreases. (Mar 81 Ex, p. 7)

D. GRANTS

1. Annual General Meeting

11.D.02—That the BCTF assist local associations and approved sub-local associations to send delegates to the AGM by making grants as follows:

1. a grant for each delegate to which the local association or sub-local association is entitled;

2. grants to be calculated as the total travel costs as defined in (3) below, less a sum equal to $2.25 per member of the local association or sub-local association;

3. travel costs to be the lesser of:

(a) mileage (plus ferry fares where applicable) to and from the site of the AGM, or

(b) return air fare from the nearest airport to the site of the AGM plus return mileage from the central community of the district to the airport plus $10.00 in lieu of limousine or mileage charges at the site of the AGM. (Mar 75 Ex, pp. 18-19) (June 18 Ex, p.15)

2. BCTF Assistance Society

11.D.04—That an amount equal to ¼ of one percent of the BCTF fee, exclusive of special allocations and local association fees, be allocated annually to the BCTF Assistance Society. (June 79 RA, p. 5)

3. Conciliation and arbitration

11.D.06—That the BCTF will grant financial assistance for conciliation and/or arbitration costs on the basis of only one conciliation/arbitration per local association. (July 53 Ex, pp. 6-7) (Dec 77 Ex, p. 15)

11.D.08—That, in respect of conciliation and/or arbitration, local associations be responsible to the extent of $10 per member, and anything in excess of that sum be paid by the BCTF. (June 58 Ex, pp. 8-9) (69 AGM, p. 6) (70 AGM, p. 33) (Reviewed Dec 78 Ex, pp. 16-17)

11.D.10—(a) That a fee for services of an advocate in arbitration should be assessed in the share-cost provisions of statement 11.D.08.

(b) That the assessed fee for an advocate's services be established at a maximum of $1000, plus expenses.

(c) The actual cost above the assessed fee be paid solely by the BCTF if the advocate is retained and assigned by the BCTF.

(d) That actual costs above the assessed fee be paid solely by the local association if the advocate is retained and assigned by the local association.

(e) That a local's policy regarding payment of an advocate's fee for arbitration be annually received in writing in advance of any payments to arbitration advocates by the federation. (June 71 Ex, p. 60) (May 81 Ex, p. 8)

4. District councils

11.D.12—That the basis on which authorized expenses of district council members will be paid by the BCTF be two members for local associations with more than 50 members, and one member for local associations with fewer than 50 members, less a sum equal to $1 per member of the local associations forming the district council. (Oct 53 Ex, p. 12) (Oct 76 RA, p. 4)

11.D.14—That the expenses of any co-ordinator be included in the expenses of district councils approved for BCTF grant purposes. (June 68 Ex, p. 11) (Reviewed Apr 76 Ex, p. 22)

11.D.16—That each person receiving expense allowances for attending district council or local association meetings financed by grants from the BCTF, be required to complete vouchers in duplicate, one copy to be submitted to the federation office by the secretary of the district council or local association. (Apr 57 Ex, p. 5) (Reviewed Apr 76 Ex, p. 22)

5. BCTF PD Grants

11.D.18—

Selection Criteria

(a) The grant may be used for in-service education purposes or for curriculum projects.

(b) If the grant is used for in-service education:

1. the grant must be directed to an intact group, must be school-focussed, and be a part of an ongoing program;

2. the grant must be used to assist in the funding of teachers and non-commercial personnel.

In short, ministry and board-initiated implementation sessions are not eligible for grants. District-wide days are not eligible for grants.

(c) The provision of grants will promote planning at both the local and the school levels.

(d) The provision of grants will encourage teachers to begin to view PD in a perspective wider than simply PD as workshops.

(e) PD chairpersons should be encouraged to allocate at least 50 per cent of their funds for school-focussed and in-district PD programs.

(f) Grants are not intended to pay honoraria to BCTF members.

I. 1.1 To be eligible for in-service education grants under this statement, applicants must complete a "Planning Form" and must ensure that the planning form is postmarked one week prior to the date of the event or arrives at the BCTF office one week prior to the event. The following details should be included:

Explicit objectives for the project
Anticipated activities
Names of resource people
Budget breakdown.

1.2 Planning forms may be submitted by a local PD committee, a local specialist group, a PSA chapter, or a school staff through the local or sublocal PD chairperson.

1.3 All planning forms must be signed by local or sublocal PD chairperson before being sent to the BCTF Professional Development Division for processing.

1.4 Grants are to be used to cover the local or sublocal association's expenses related to resource people at in-service education events sponsored by and held for teachers from within each PD region. Grants are not to be used for events of a provincial nature.

1.5 Grants are intended solely to offset actual costs as stipulated in Section II, A and B. In the space provided on the "Grant Claim Form" show *only* the amount of the registration fees that was used to offset actual costs being claimed.

1.6 As provided under Section II, a grant may be claimed for the expenses of one key resource person for each separate event held. (Submit a separate planning form for each event.)

When a team of resource people is used, consider the most expensive member of the team the key resource person and claim as per section II, A.1 (or B.1). The balance of the team, or any team assisting the key resource person, is claimed for as provided under Section II A.2 (or B.2). (Always claim for both the key resource person and the balance of the team on the same form.)

1.7 Grants are not intended to pay honoraria to BCTF members.

1.8 When two or more local or sublocal associations within a PD region jointly sponsor events, the PD chairperson in each local or sublocal must jointly authorize the planning form and indicate the proportional allocation of grants to be recorded for each local or sublocal. The locals or sublocals then apply for a grant under Section II, A. or B., whichever is applicable.

1.9 After consideration of the planning form, the BCTF will send the person submitting the form a grant claim form and a "receipt form" which will indicate the event is eligible for a grant and will show the estimated grant.

1.10 As soon as possible after the event, complete and return the grant claim form and receipt form to the BCTF Professional Development Division. The forms will then be processed, and a cheque will be issued by the BCTF.

1.11 If an approved event is cancelled, or costs are not incurred, indicate that on the grant claim form and return it to the BCTF Professional Development Division.

1.12 Total grants:

(a) to a local association shall not exceed $1,000 between September 1, 1982 and December 31, 1983.

(b) to a sublocal association shall not exceed $500 between September 1, 1982 and December 31, 1983.

1.13 Because the BCTF budget year runs from July 1 to June 30, all grant claim forms for events for the budget year must be completed and returned to the BCTF Professional Development Division within 15 days of year end. Grant claim forms received after July 15 will not be accepted.

1.14 Forms for in-service education purposes are available from the PD Co-ordinator, the PD chairperson, and the BCTF Professional Development Division. Advice is available on request.

II. A. *For local and sublocal associations of 200 or fewer teachers*

1. The BCTF share is indicated below:

(a) 2/3 of the travel costs (with a maximum from the BCTF of $170);

(b) 2/3 of the accommodation costs, including hotel and meals (maximum grant of $30/day);

(c) 2/3 of the honorarium (maximum grant of $115/day);

(d) 2/3 of the cost of a substitute teacher if one is required for the resource person;

(e) 2/3 of the cost of the workshop materials (maximum grant of $35/workshop).

2. When a grant team of resource people is used, claim an additional grant in the amount of 2/3 of the cost of the balance of the team, or $200, whichever is less.

B. *For local and sublocal associations having more than 200 teachers*

1. The BCTF share is indicated below:

(a) ½ of the travel costs (with a maximum from the BCTF of $125);

(b) ½ of the accommodation costs including hotel and meals (maximum grant of $25/day);

(c) ½ of the honorarium (maximum grant of $85/day);

(d) ½ of the cost of a substitute teacher if one is required for the resource person;

(e) ½ of the cost of the workshop materials (maximum grant of $25/workshop).

2. When a team of resource people is used, claim an additional grant in the amount of ½ of the cost of the balance of the team, or $150, whichever is less.

A separate application form for a curriculum grant is available on request from either the PD chairperson or the BCTF. (June 80 Ex, pp. 22-24) (May 82 Ex, pp. 14-15)

6. International assistance

11.D.20—That the name of the BCTF international assistance fund be the William R. Long Memorial International Assistance Fund. (71 AGM, p. 34) (Reviewed Jan 76 Ex, p. 23)

11.D.22—That a sum of $1,000 be contributed each year from the William R. Long Memorial International Assistance Fund to the CTF International Aid Fund. (Jan 66 Ex, p. 18) (71 AGM, p. 74) (78 AGM, p. 81)

11.D.24—That the sum of $6,000 be allocated annually from the William R. Long Memorial International Assistance Fund as a grant to the Overseas Book Centre. (Nov 67 Ex, p. 5) (Oct 78 Ex, pp. 1-2)

11.D.26—(a) That the BCTF ensure that exchange teachers coming to B.C. have medical and hospital coverage during their exchange year that is equivalent to coverage available to B.C. teachers under the Medical Services Plan of B.C. and the Medical Services Association's extended health benefits plan.

(b) That the BCTF pay the premiums for this insurance for the teachers and any legal dependents who accompany them.

(c) That the costs of such insurance be paid out of the William R. Long Memorial International Assistance Fund. (78 AGM, p. 25)

11.D.28—That in districts in which school boards do not pay the "employer contribution" required to make possible medical services for exchange teachers and their families, the BCTF shall make the "employer contribution." (June 68 Ex, p. 17) (Reviewed Nov 76 Ex, p. 10)

11.D.30—(a) That the president and first vice-president be authorized to approve jointly allocations of up to $500 from the William R. Long International Assistance Fund.

(b) That grants for international assistance in excess of $500 be approved by the Executive Committee. (Nov 76 Ex, p. 8)

7. Local associations

11.D.32—That when a local association wishes to incorporate itself under the Societies Act, as a division of the already incorporated BCTF, the legal processing and costs of preparing for and completing the details of incorporation will be conducted by the BCTF, except that the costs of the actual registration fee and publication notice (approximately $15) will be charged to the local association. (Reviewed Apr 76 Ex, p. 22)

11.D.34—That grants for each local association for local organizational support, including release time for local officers, shall be determined on the following basis:

1. Grants shall be paid as follows:

(a) for locals of 1,000 or more members, $4,000;

(b) for locals of 500 to 999 members, a decimal fraction equal to the ratio of the number of members in the local to $1,000 ($4 per member);

(c) for locals of less than 500 members, 0.5 of $4,000 ($2,000).

2. In addition, a dispersion factor of $500 shall be paid to local associations in one or both of the following categories:

(a) the 10 districts with the greatest area per teacher;

(b) the 10 districts with the lowest ratio of teachers to schools.

3. Local associations, to qualify for a grant, must contribute at least $30 per member to a program of local support* or provide release time to local officers as follows:

(a) for local associations of 1,000 or more members, 100 per cent release time;

(b) for local associations of 400 to 999 members, a percentage of release time at least equivalent to the pro rata factor;

(c) for local associations of fewer than 400 teachers, at least 10 per cent release time.

*Expenses authorized as contributing to local support include: meeting costs for local and provincial meetings; publication costs; office expenses; honoraria paid to local committee members; substitute costs; travel costs; sublocal refunds; district council fees; salary costs.

4. To apply for the grant, local associations must submit to the federation:

(a) a copy of their annual financial statements for the previous financial year;

(b) a budget for the current financial year;

(c) a plan of local organization support for the current year, such plan to include the major objectives of the local and activities related thereto.

5. Two or more local associations may pool their organizational support funds to provide release time for a regional officer or organizer. (May 76 Ex, p. 20) (June 81 RA, pp. 5-8)

11.D.36—That the federation make grants to local associations for the establishment of offices, subject to the following criteria:

(a) Each local association may be eligible for an office grant only once.

(b) An amount up to $4,600 (to be reviewed annually) be granted to local associations for establishing their first office.

(c) Local associations must provide a minimum of 20 per cent release time for the local president.

(d) Application for a grant must be submitted with the following information:

—furniture and equipment list;
—inventory of present furniture and equipment, if any;
—costs of operating the office;
—local association fee. (June 81 Ex, p. 14) (June 82 Ex, p. 17)

11.D.38—That the Executive Committee be empowered to accept and deal with requests of small isolated local associations and sub-local associations for special grants beyond the present grant formula. (Jan 67 RA, p. 4) (Reviewed Apr 76 Ex, p. 23)

11.D.40—That, subject to the approval of the Executive Committee, the BCTF may make loans to local associations. Further, it may be required: (1) that all grants be withheld until the loan is repaid; (2) that such loans be subject to interest at current bank interest rates. Mar 70 Ex, p. 11) (June 81 Ex, p. 15)

11.D.42—That if an executive member of a local association who has time off serves in any capacity for the BCTF, the BCTF will not reimburse the local association for that person's time, either in salary or the cost of a substitute. (Nov 74 Ex, p. 4) (Reviewed Dec 78 Ex, pp. 16-17)

11.D.44—That whenever the BCTF requests the attendance of a local full- or part-time president for federation business, substitute costs will be paid to the local. (Mar 81 Ex, p. 9)

11.D.46—That training workshops be provided, on the request of local associations by the BCTF. Training workshops shall be financed on the following basis:

1. The cost of resource persons, including BCTF staff and workshop materials be paid by the BCTF.

2. On-site expenses, transportation and other expenses of local teachers attending the workshops be the responsibility of the local association concerned. (May 78 RA, p. 4)

11.D.48—That substitute and unemployed members will be included in calculation of local asssociation grants on a full-time equivalent basis of 15 per cent for each such member, except for AGM grants, for which total active membership will be the basis. (Dec 79 Ex, p. 5)

11.D.50—That the Representative Assembly approve a rebate of 50 per cent of the BCTF fee for voluntary active members to the appropriate local association. (May 80 RA, p. 24)

11.D.52—(a) That the BCTF assist local associations to respond to member requests for help on personnel matters through:

1. paying substitute costs without prior approval for up to three days per local for release of local association officers or staff representatives (if approved by the local president) to provide assistance to members, including accompanying them to meetings with administrators or the board;

2. paying additional substitute costs for the same purpose as approved by the BCTF president or first vice-president.

(b) That these costs be a charge against the reserve fund. (May 82 Ex, p. 27)

8. Provincial specialist associations

11.D.54—That the per capita grants to provincial specialist associations be based on PSA membership enrolments as of May 15. (May 73 Ex, p. 12) (Reviewed June 80 Ex, p. 12)

11.D.56—That all PSAs shall receive an identical basic per capita grant. (Jan 69 RA, p. 14) (May 78 Ra, p. 4)

11.D. 58—That the basic per capita grant to PSAs be $9. (May 78 RA, p. 5) (May 80 Ra, p. 7)

11.D.60—That to be eligible for BCTF grants, PSAs be required to levy a minimum fee equal to the basic per capita grant. (May 63 Consultative, p. 5) (May 78 RA, p. 5)

11.D.62—(a) That in any given year a specific PSA may apply for a special grant. Considerations in determining the merits of a special grant for a PSA are:

1. a new PSA requiring funds for promotion and organization;

2. a new or more intensely pursued program activity that is seen as beneficial to the profession as a whole;

(b) Grants shall be made with the approval of the president and first vice-president on the recommendation of the PSA Council. (May 78 RA, p. 5) (Jan 79 RA, p. 14)

11.D.64—That each PSA provide an annual financial statement to its members, with a copy to the BCTF and PSA Council, as a condition for a grant in the subsequent financial year. (May 78 RA, p. 5)

11.D.66—That on the written request of a PSA, the treasurer be authorized to approve no interest loans to a maximum of $5,000 for periods not exceeding 12 months, and that BCTF grants be applied directly against any outstanding loans. (Nov 78 Ex, p. 7) (June 81 Ex, p. 4)

9. Regional and provincial conferences

11.D.68—That attendance of local association representatives at BCTF-sponsored regional conferences or meetings shall be financed on the following basis.

1. BCTF approve the conference or meeting and the conditions such as duration, whether substitutes will be paid and the number of local representatives entitled to attend at BCTF expense, in the applicable PPB statement.

2. The necessary enroute and on-site expenses (travel, meals and accommodation) and where necessary, substitutes be charged against the pertinent program. (Mar 77 Ex, p. 9) (May 78 RA, p. 4)

11.D.70—That attendance of local association representatives at BCTF-sponsored provincial conferences shall be financed on the following basis:

1. BCTF approve the conference or meeting and the conditions such as duration, whether substitutes will be paid and the number of local representatives entitled to attend a BCTF expense, in the applicable PPB statement.

2. The necessary enroute and on-site expenses (travel, meals and accommodation) and, where necessary, substitutes be charged against the pertinent program.

3. Where site, facilities and program arrangements permit, local associations may obtain permission from conference or meeting planners to send an additional representative to the conference or meeting at local expense. (Jan 75 Ex, pp. 18-19) (May 78 RA, p. 4)

11.D.72—That the attendance of sub-local representatives at BCTF-sponsored conferences be financed on the same basis as local association representatives are financed. (Jan 79 Ra, p. 22)

11.D.74—That no federation budget include funds for attendance at any summer conference for representatives from executive advisory committees unless these representatives are invited by the planners of the conference. (May 78 Ex, p. 27)

E. PRESIDENT AND FIRST VICE-PRESIDENT

11.E.02—(a) That the president and first vice-president be relieved of their teaching duties for the duration of their terms of office.

(b) That during his/her term(s) of office the president be paid 130 per cent of the salary he/she would have received had he/she been teaching.

(c) That during his/her term(s) of office the first vice-president be paid 115 per cent of the salary he/she would have received had he/she been teaching.

(d) That the president and the first vice-president receive benefits equal to those they would have received had they been teaching. (74 AGM, p. 45) (Reviewed June 80 Ex, p. 13)

11.E.04—That the president and first vice-president each be granted an automobile allowance equal in amount to that granted to an administrative staff officer. (June 67 Ex, p. 11) (74 AGM, p. 45) (Reviewed June 80 Ex, p. 13)

11.E.06—That the general expense supplement for the president be $6,000. (Jan 70 RA, p. 4) (74 AGM, p. 45) (Reviewed June 80 Ex, p. 13)

11.E.08—That the general expense supplement for the first vice-prsident be $3,000. (May 73 RA, p. 14) (74 AGM, p. 45) (Reviewed June 80 Ex, p. 13)

11.E.10—That during their terms of office the president and first vice-president be considered BCTF employees with respect to the application of the Teachers' Pensions Act. (June 73 Ex, p. 11) (74 AGM, pp. 45-46) (Reviewed June 80 Ex, p. 13)

11.E.12—That in the event that the president and/or first vice-president do not reside in the Greater Vancouver area and must move to Vancouver to perform their duties, arrangements be made between them and the BCTF treasurer to ensure that they do not suffer financial loss as a result of relocation. (Feb 74 RA, p. 15) (Reviewed June 80 Ex, p. 13)

F. RESERVE FUND

11.F.02—That the use of the reserve fund be at the sole discretion of the Representative Assembly. (73 AGM, p. 30) (76 AGM, p. 82)

11.F.04—That the federation set a reserve fund objective equal to 25 per cent of the gross operating expenditures of the federation and that any monies in excess of this amount be transferred to general funds. (78 AGM, pp. 81-82) (80 AGM, p. 38)

11.F.06—That, to ensure that the reserve fund objective is reached and maintained, up to 5 per cent of each member's annual fee be allocated to the reserve fund. (78 AGM, p. 32)

11.F.08—That when the balance of the reserve fund is less than 25 per cent of the gross annual operating expenses of the federation, a declining line of credit equal to the difference be established. (78 AGM, p. 32)

11.F.10—(a) Purpose of the reserve fund:

The purpose of the reserve fund is to have funds available so that the federation can meet, without delay, any extraordinary expenses.

(b) General criteria for expenditures from the reserve fund:

Charges against the reserve fund must be for material, extraordinary expense items. Extraordinary items result from events the underlying

nature of which are not typical, of the normal activities of the federation, are not expected to occur regularly over a period of years and are not considered as recurring factors in an evaluation of the ordinary operations of the federation.

(c) Interim criteria and procedure for expenditures from the reserve fund relating to members' withdrawal of services:

1. The Executive Committee is authorized to indicate to local associations that payments in accordance with this subparagraph will be made from the reserve fund when the Executive Committee determines that the following conditions have been met:

(a) The members of a local association have decided to withdraw their services from their employer in order to promote the objectives of the federation.

(b) The decision has been made by secret ballot of the members of the local association and has received the support of two-thirds of those members voting.

(c) The executive of the local association has requested assistance under this subparagraph.

(d) The Executive Committee has, prior to the members' withdrawal of services, approved and authorized such withdrawal.

2. Payments from the reserve fund in respect of members' withdrawal of services will be made in the following manner:

(a) Payment will commence to an individual on the third day that he/she is off work as a result of the decision to withdraw services, and will continue for each school day the individual withdraws his/her services.

(b) The payment will be at the rate of $40 per day to each individual withdrawing services; this sum shall be prorated for part-time teachers and shall be payable to substitute teachers in a prorated manner based on the number of days taught in the previous 60 school days, provided the number of days taught is at least 10.

(c) The executive of the local association may, at any time after members have commenced withdrawal of services, submit to the Executive Committee a list of members who have become entitled to payments up to that time, and the Executive Committee, when satisfied that such list is accurate, shall immediately make such payments directly to the members so entitled.

(d) In the event that teachers are paid by their employer for any day for which they have received assistance under this subparagraph, the amount of such assistance shall be repayable by the member to the federation.

3. In the event that a substantial reduction in the reserves of the reserve fund occurs as a result of payments made under this subparagraph, the Executive Committee is directed to convene an emergency meeting of the Representative Assembly to consider appropriate measures. (May 77 RA, p. 17) (May 81 RA, pp. 5-6)

G. TRAVEL AND EXPENSE ALLOWANCES

11.G.02—That BCTF expense allowances be:

General

In principle, a member or staff person should not be "out-of-pocket" as a result of necessary expenses when on BCTF business. If in any circumstances a member or staff person finds himself/herself "out-of-pocket" as a result of a strict application of these regulations he/she should bring the matter to the attention of the program co-ordinator or the treasurer.

Transportation

That, as a general rule, staff persons and members should use the fastest and most economical mode of transportation.

1. Public transportation — first-class train fares plus lower berth or roomette; bus, ferry or plane fares (economy class wherever possible) at cost.

2. (a) Limousine: where practical, limousines must be used for transportation to and from airports.

(b) Taxi charges: at actual cost.

3. Private automobile — subject to the special regulations governing the use of private automobiles, staff persons or members may claim reimbursement for use of their private automobiles at a mileage rate of 20 cents per kilometre (32 cents per mile).

Special Regulations Governing Use of Automobiles

(a) Persons travelling on BCTF business by private automobile must charge expenses on the basis of public transportation costs except:

(i) when two or more persons are travelling in one car, in which case only the driver may claim reimbursement at the approved mileage rate;

(ii) when in the opinion of the program co-ordinator or the treasurer, the use of public transportation would be impractical or where rigid application of the regulations would work an unreasonable hardship.

(b) Persons travelling on BCTF business are expected to pool the use of cars whenever possible.

(c) Staff persons and members must carry their own automobile insurance for passenger hazard, third-party liability, collision, etc. The BCTF will not reimburse anyone for losses incurred from accidents. In no case shall anyone be entitled to any personal gain or profit arising out of the use of an automobile on BCTF business.

4. Parking charges: at actual cost.

5. Automobile rental: in cases where a combination of public transportation and automobile rental will best meet the needs of both the staff person or member and the federation, automobiles may, with the approval of the program co-ordinator or the treasurer, be rented.

Automobile rentals should be of a sub-compact, compact or intermediate size automobile depending on conditions of use. In cases where automobile rental charges are paid directly by the staff person or member, a copy of the rental agreement and the receipt for payment must be submitted with the claim for reimbursement.

When an automobile is rented it is customary for the following insurance coverage to be included with the basic rental charge:

1. Collision damage (less any deductible, which will vary from nil to $300).

2. Third-party liability (normally covered to at least $1 million).

Any costs incurred by the renter in obtaining the above *basic* insurance coverage, in the event that it is not provided in the basic rental charge, will be reimbursed by the federation.

Complete collision coverage (reducing any deductible to nil) may be offered at additional cost. This extra insurance coverage should be accepted when obtaining an automobile from a rental agency for federation use. The BCTF will reimburse the renter for any costs incurred in obtaining this additional coverage.

The renter may be offered insurance covering personal injury on payment of an additional premium. Such premiums may not be charged to the BCTF; the federation maintains a separate travel accident policy covering staff and members travelling on official BCTF business.

Accommodation, Meals and Other Expenses

1. Hotel rooms: at cost. Claims must be supported by receipts. Should another person accompany the staff person or member, but not for official business reasons, reimbursement for accommodation will be limited to the expense that would have been incurred if that person had travelled alone. In the majority of cases hotel accommodation for members attending committee meetings will be booked by the BCTF staff person responsible for making the meeting arrangements and the hotel bill will be paid directly by the federation. In such circumstances the member should ensure that all personal expenses for meals and telephones, etc., charged against the hotel account are paid directly to the hotel before checking out.

2. Where a staff person or member traveling on BCTF business stays with friends or relatives, their hospitality may be recognized to a limit of $10 per night. A receipt is not required. The description on the expense voucher should read "Gift in lieu of hotel accommodation covering ____ nights." The amount should be entered against the hotel item.

3. Meals, including gratuities: breakfast — $5, lunch — $6, dinner — $14. Liquor consumed with meals is not a separately claimable expense. Liquor expenses must be funded by the regular meal allowance. When an Executive Committee member or a staff member is required to host a non-BCTF member at a meal, while on BCTF business, reasonable meal costs may be claimed at actual cost, subject to the approval of the executive director.

4. Committee meals: the total expense of committee meals may be paid and reimbursement claimed by a committee member or a staff member as long as the total claim, including gratuities, does not exceed the standard meal allowance rate times the actual number of persons attending the meeting.

5. Telephone and telegraph charges related to BCTF business: Any claim for long-distance calls totaling more than $10 must be supported by the original telephone company billing or hotel account and an itemized explanation of the calls.

Staff persons and members may claim a reasonable number and length of telephone calls to their home residence when absent from

home on official business. Such calls are not to exceed one per day of absence.

6. Child Care: members incurring child care expenses while attending BCTF meetings may claim reasonable child care expenses. Claims in excess of $15 must be supported by a receipt or a receipt must be submitted later to the BCTF Accounting Department. When central child care facilities are being provided by the BCTF, no additional claims for child care expenses will be honored without the approval of the program co-ordinator.

Meeting Expenses

At each meeting members should complete their expense vouchers and submit them to the staff person responsible for making the meeting arrangements. After being approved by the program co-ordinator, the vouchers will be submitted to the BCTF Accounting Department and a reimbursement cheque will be mailed to the member within the next seven days. The Accounting Department is unable to pay expense claims in excess of $10 in cash, or cash members' expense cheques.

Vouchers

A letter detailing expenses is acceptable whenever a regular voucher form is not available.

Travel Advances and Reservations

Members traveling long distances, on an extended basis or for any situation in which they cannot await reimbursement of their expenses by cheque may obtain a travel advance from the BCTF's Accounting Department. Arrangements for travel advances should be made through the staff person responsible for the committee and the request should be submitted, if at all possible, two weeks prior to the travel date. Members may make use of travel agencies and then submit the agency account to the BCTF for payment as part of their expense claims. Alternatively, travel reservations and accommodation may be booked through the BCTF office.

Substitutes

All school boards have been requested to bill the BCTF directly for the cost of a substitute teacher when a regular teacher is absent from duty on BCTF business. No individual claims should therefore be made for substitutes. (Oct 77 RA, pp. 46-50) (June 82 RA, pp. 2-3)

11.G.04—That the BCTF provide daycare services for delegates' families at the AGM and, if deemed necessary, BCTF-sponsored annual provincial conferences. (Jan 76 Ex, p. 12) (June 81 Ex, p. 11)

11.G.06—That the BCTF recognize the need to provide child care expenses for members on BCTF business at any level of the organization. (77 AGM, p. 15)

11.G.08—Child Care Expenses for BCTF Summer Conferences

(a) Expenses for home-based child care shall be approved if any of the following conditions exist:

1. The child is not acceptable to be cared for in the on-site daycare facility, e.g., due to age or handicap.

2. The child has special dietary or medical problems that require him/her to be cared for at home.

3. The child is enrolled in a long-term daycare facility or is receiving continuing daycare services in his/her home area.

4. The travel costs and/or on-site expenses are prohibitive to the parent(s).

5. The duties of the parent(s) would make it difficult to meet the child's needs outside of regular daycare hours.

(b) In the event that the above criteria do not apply, but the parent(s) feel that just cause exists to keep the child at home, an opportunity shall be provided to discuss the reason(s) with the program co-ordinator. In such cases, approval for home-based daycare shall be granted at the discretion of the co-ordinator.

(c) When the program for the conference/meeting extends into the evening, expenses incurred for childcare in order to attend these sessions shall be an allowable expense. (June 82 Ex, pp. 24-25)

11.G.10—(a) Local geographical representatives or Executive Committee members who want hotel accommodation during Representative Assembly and Annual General Meetings may have such accommodation reserved and paid for by the BCTF.

(b) Executive Committee members resident in the Lower Mainland who want hotel accommodation during Executive Committee meetings may have such accommodation reserved and paid for by the BCTF. (Sept 73 Ex, p. 18) (Mar 76 Ex, p. 16)

11.G.12—That the federation encourage sharing of accommodation at BCTF sponsored meetings. (May 81 Ex, p. 29)

H. MISCELLANEOUS

11.H.02—That with respect to property management, the Finance Committee be guided by the principle of service to the membership rather than by consideration of monetary gain. (55 AGM, p. 11) (June 81, Ex, p. 11)

11.H.04—That the treasurer and the president jointly be and are hereby authorized and empowered on behalf of the BCTF to buy, sell, assign and transfer securities and to sign and execute on behalf of the federation, all powers of attorney and endorsements as may be necessary for that purpose. (June 68 Ex, p. 17) (Reviewed June 80 Ex, p. 13)

11.H.06—That the BCTF provide group travel accident insurance to cover members and staff while they are travelling on BCTF business. (Aug 76 Ex, p. 12) (June 81 Ex, p. 11)

11.H.08—(a) That an amount of money not to exceed $300 may be granted by the president as a donation to worthy causes that are clearly consistent with the objects of the federation, such donations to be reported to the next meeting of the Executive Committee.

(b) That donations made under this policy shall be subject to budgeted limitations. (Jan 78 Ex, p. 3 and p. 1)

11.H.10—That any proposal for extension or initiation of BCTF services and financial policies be accompanied by a responsible estimate of its immediate and long-term costs, and that, when the proposal is to be presented to an AGM, it be made early enough to be included in *Reports and Resolutions.* (77 AGM, pp. 35-36)

11.H.12—That the BCTF reappoint Touche, Ross and Company, Chartered Accountants, as the BCTF auditors for a term ending at the 1983 AGM. (82 AGM, p. 41)

11.H.14—That as an objective, the budget approved by the Representative Assembly for the 1980-81 fiscal year not result in any reduction in the BCTF's accumulated cash position during that fiscal year. (80 AGM, p. 37)

12. GOALS OF THE BCTF

POLICIES

12.01—*Goals of the BCTF:*

1. To help ensure that public schools provide for the continued intellectual, physical, social and emotional growth and development of each individual.

2. To promote the establishment and continued development in every school of sound learning and teaching conditions including the provision of adequate support services.

3. To work toward the integration of social and educational services that contribute to the welfare and development of children.

4. To encourage full public participation in determining the overall objectives of education at the provincial, district and school level.

5. To create public awareness of problems in society that hinder pupil growth and development and to stimulate the search for solutions.

6. To strive to eliminate from the school system discrimination on the basis of sex, race, religion, age, handicaps, economic status, marital status, sexual orientation, number of dependents or pregnancy.

7. To promote professional growth of teachers through the continuous development of pre-service, internship and in-service education.

8. To establish a code of ethics and professional conduct, criteria of qualification and criteria and procedures for the assessment of professional competence, and to ensure that teachers are effectively subject to the judgment of their peers in these matters, with guarantee of due process.

9. To ensure through the development of democratic processes professional autonomy for teachers and protection from capricious or malicious action, unjust regulations and the abuse of authority.

10. To maintain for teachers a level of status and economic standing appropriate to the responsibility of the profession. (74 AGM, pp. 53-54) (75 AGM, p. 36) (May 80 RA, p. 16)

12.03—*That the promotion of continuing education be a major objective of the BCTF.* (55 AGM, p. 25) (66 AGM, p. 39) (Feb 79 Ex, p. 10)

PROCEDURES

12.02—Priorities for 1982-83

(a) To protect the existing level of educational programs and quality of access to educational programs.

(b) To protect and improve the job security, working conditions, and economic status of members. (82 AGM, p. 16)

12.04—(a) That the BCTF bargaining priorities for 1982-83 be to consolidate the 1981-82 bargaining gains and to continue to expand the scope of bargaining at the local level.

(b) That the focus of federation activities be:

i. co-ordination and support for bargaining the terms and conditions of employment into contracts at the local level and for effective administration of these contracts;

ii. support for local association actions up to and including job actions, taken to achieve bargaining objectives. (82 AGM, p. 16)

12.06—That the BCTF and its local associations take political action aimed at enhancing educational program quality and equality of access to educational programs. (82 AGM, p. 17)

13. HEALTH AND WELFARE OF STUDENTS

POLICIES

13.01—*That the BCTF, in principle, recognizes and supports the following rights and responsibilities of students:*

1. Rights of Students

The right:

(a) To be informed of the rights and responsibilities of students.

(b) To enjoy freedom of speech and assembly.

(c) To enjoy equal access to free public school education.

(d) To enjoy access to stimulating learning resources — both human and material.

(e) To enjoy basic communications skills, including functional literacy.

(f) To be provided with opportunities for optimum growth and development through various learning processes — manipulative, imaginative, creative, intellectual.

(g) To appropriate diagnosis and remediation where handicaps of any kind exist.

(h) To have access to educational options and alternatives to suit needs (i.e., recognition and appreciation of uniqueness).

(i) To receive guidance for developing the individual's own integrated system of values.

(j) To enjoy freedom from sex role stereotyping.

(k) To enjoy opportunities for developing self-confidence, self-discipline and self-reliance.

(l) To retain an ethnic, cultural and linguistic heritage.

(m) To be made aware of the ethnic, cultural and linguistic heritage of others.

(n) To be exposed to global concerns.

(o) To due process.

(p) To participate in decisions in accord with the growth of maturity of the student, both as an individual and as part of a group.

(q) To physical environments that are hygienic, safe and conducive to learning (appropriate temperature, lighting, colors, humidity and cleanliness).

(r) To enjoy freedom from physical and psychological abuse.

(s) To have access to his/her personal records in accord with the growth of maturity of the student, both as an individual and as part of a group.

(t) To enjoy access to adequate food, clothing and housing.

(u) To safety.

(v) To enjoy access to health instruction and facilities.

(w) To protection from contagious diseases.

(x) To enjoy access to recreation facilities and programs.

2. Responsibilities of Students

The responsibility:

(a) To be aware and considerate of the rights of others.

(b) To refrain from infringing on the rights of others to freedom of speech and assembly.

(c) To utilize learning resources.

(d) To develop basic communication skills.

(e) To take advantage of opportunities for growth and development.

(f) To develop an integrated system of values and to know the limit to which an individual's value system may be incompatible with the values of society.

(g) To become self-disciplined and self-reliant.

(h) To recognize and respect various ethnic, cultural and linguistic heritages.

(i) To insist on due process for self and others.

(j) To participate in decisions in accord with the growth of maturity of the student, both as an individual and as part of a group.

(k) To protect others from physical and psychological abuse.

(l) To respect and not to abuse the right of access to adequate food, clothing and housing.

(m) To refrain from practices that endanger the safety of others.

(n) To practise health habits that will contribute to the welfare of the group.

(o) To practise health habits that will protect others from contagious diseases. (80 AGM, pp. 19-21)

13.03—*(a) Teachers have a duty to render assistance in an emergency.*

(b) Teachers shall not be called on to administer medication on a regular or predictable basis.

(c) School boards should establish policies that require schools to establish systems for administering medication after consultation with parents, family physicians, the public health nurse and the Medical Officer of Health.

(d) The administration of medication should be the responsibility of appropriate health personnel except for those mature students capable of and trained in self-administration.

(e) If isolation or other exceptional circumstances prevent the foregoing policy from being applicable and teachers are required to administer medication, the following conditions constitute prerequisites:

1. appropriate amendments are made to the Medical Practitioners Act;

2. teachers volunteer to provide the service;

3. teachers receive training appropriate to the required duties;

4. payment for any services rendered by teachers in administering medication are negotiated between boards of school trustees and local associations of teachers. (Jan 81 RA, p. 14)

13.05—*That the provincial government should establish regional centres with residential and outpatient capabilities for the care and education of children with severe psychological, emotional and behavioral disorders.* (81 AGM, p. 33)

13.07—*That the School Act should be amended to provide that pupils' attire be left to the discretion of the parents, not determined by school policy.* (71 AGM, p. 43) (Reviewed Dec 79 Ex, p. 18)

13.09—*That only nutritious foods should be sold in school cafeterias.* (74 AGM, pp. 60-61) (Oct 80 RA, p. 3)

13.11—*That because of the privileged relationship between counsellors and pupils, counsellors should not be required to give evidence against pupils.* (Jan 75 Ex, p. 8)

13.13—*That the BCTF support the establishment of a dental health program for all B.C. children.* (Nov 75 Ex, p. 28)

13.15—*That the BCTF support a program of school-based dental clinics supplemented by mobile units, with the following provisos:*

1. that existing space be used for clinics only where the school board and the staff of a particular school agree that such space is not required for other purposes now or in the foreseeable future;

2. that additional space be provided where this is not the case;

3. that the cost of all space used for dental clinics be charged directly to the Ministry of Health;

4. that teams of dentists perform regular inspections and checkups to ensure overall professional supervision of the program.
(Nov 75 Ex, pp. 26-27)

13.17—*That students should be provided the opportunity to participate in organized physical activity for a minimum of 40 minutes daily during school instructional hours.* (Jan 76 RA, p. 17) (Jan 77 RA, p. 8)

13.19—*That provincial legislation should be improved to protect the rights of abused and neglected children.* (Jan 80 Ex, p. 6)

PROCEDURES

13.02—That the BCTF encourage co-operation among agencies interested in the education of children with special needs.
(Jan 79 Ex, p. 6)

13.04—That the BCTF monitor the delivery of services to children with special needs. (Jan 79 Ex, p. 6)

13.06—That the BCTF urge all teachers to develop an awareness of child abuse. (Jan 80 Ex, p. 6)

14. HEALTH AND WELFARE OF TEACHERS

A. MISCELLANEOUS

POLICIES

14.A.01—*That the School Act should be amended to provide that teachers' attire should be a matter of individual choice, not determined by school policy.* (71 AGM, p. 43) (Reviewed Dec 79 Ex, p. 15)

14.A.03—*That school staffs should have the opportunity to use school district recreational facilities without charge, for recreation.*
(Oct 80 RA,p. 3)

14.A.05—*That the provincial government be urged to make provision within the Medical Services Act to ensure that B.C. teachers who are on leave of absence from their school district, and are resident outside B.C. for more than 12 months, be permitted to maintain their medical services and hospital coverage upon their return to B.C. without having to wait six months to establish residency.* (Aug 74 Ex, pp. 35-36) (Reviewed Dec 79 Ex, p. 19)

14.A.07—*That a teacher returning from long-term medical leave should:*

1. receive support and assistance from school administrators, supervisory and consultant personnel and staff members;

2. receive an appropriate assignment within his/her area of training and experience;

3. have an opportunity for appropriate in-service and adequate preparation time;

4. have, on request of the teacher, an opportunity for a transition period of part-time teaching with the option for returning to full-time assignment.
(Feb 82 RA, p. 5)

PROCEDURES

14.A.02—That the BCTF work with Employment and Immigration to provide services and assistance to teachers who are considering leaving the profession. (Jan 78 RA, p. 11)

14.A.04—That retired teachers be eligible to serve as stress counsellors. (May 81 Ex, p.2)

14.A.06—That the local association should negotiate coverage for psychological services. (Feb 82 RA, p. 5)

14.A.08—That local associations be encouraged to negotiate clauses in contracts that allow for teachers returning from long-term medical leave to take a transition period of part-time assignment without loss of the right to return to a full-time assignment. (Feb 82 RA, p. 5)

B. SICK LEAVE

POLICIES

14.B.01—*(a) Teachers are entitled to protection against loss of salary during the school year as a result of absence due to illness, accident, or quarantine.*

(b) Minimum sick leave protection should be provided by statute and be based on the insurance principle, or the service principle, whichever provides the better protection to most members.

(c) Sick leave protection beyond the minimum should be negotiable at the school district level.

(d) Teachers who have accumulated sick leave under present legislation should be entitled to use their accumulated days to their fair advantage under revised legislation.

(e) Pensionable service credit and contributions to the B.C. Teachers' Pension Fund should be based on the annual rate of salary at the time of the last full salaried day of sick leave. (78 AGM, pp 20-21)

14.B.03—*That teachers should not normally be required to furnish medical certificates to verify absences.* (Feb 79 Ex, p. 12)

C. SALARY INDEMNITY FUND

PROCEDURES

14.C.02—*Salary Indemnity Fund regulations*

1. Pursuant to the BCTF Constitution and By-Laws, the BCTF shall administer a fund known as the Salary Indemnity Fund for the benefit of members who by reason of sickness or disability are unable to teach."

Eligibility and Qualifying Period

2. (a) For the purposes of these regulations, the word "member" shall mean a teacher who is an active member in good standing of the British Columbia Teachers' Federation or an honorary life member granted equivalent status under the by-laws of the federation. Except as hereinafter provided, only members in receipt of salary from school districts shall be required to pay that part of the fee allocated to salary indemnity and shall be eligible for benefits.

(b) BCTF members with contracts of regular full-time and regular part-time employment shall be eligible for benefits, except that persons who become active members for the first time and persons other than those on leave of absence approved by the employing board resuming paid employment with a school district after a lapse of one year or longer shall not be eligible for benefits until they have taught 20 consecutive days.

Administration

3. The Executive Committee shall appoint an SIF committee to administer the fund in accordance with the terms of these regulations and to make recommendations from time to time to the Executive Committee respecting the annual contributions, the benefits, and other matters pertaining to the fund, and to submit for approval to the Executive Committee proposals for changes in the regulations relating to the fund.

Financing of the fund

4. The fund shall be financed by allocation of a portion of the membership fee of each eligible member. This allocation shall be fixed annually by the Annual General Meeting and shall include the full amount of the savings of the unemployment insurance premium reduction accruing to that member from the acceptance of the salary indemnity plan as a wage loss replacement plan.

Benefits

5. (a) Benefits shall consist of:

(i) an amount paid on a daily or monthly basis to each eligible member during the benefit period; plus

(ii) an amount equal to the contribution to the Teachers' Pensions fund required of the member by the Pension (Teachers) Act, which amount shall be paid directly to the Teachers' Pensions Fund by the Salary Indemnity Fund on behalf of the member.

(b) The scale of benefits shall be set from time to time by the Executive Committee.

(c) The scale of benefits shall be as follows:

SALARY INDEMNITY BENEFIT SCALE

Salary	Per Diem Benefit	Monthly Benefit
$ 2000 - 2999	$ 7.90	$ 158
3000 - 3999	11.05	221
4000 - 4999	14.20	284
5000 - 5999	17.35	347
6000 - 6999	20.50	410
7000 - 7999	23.65	473
8000 - 8999	26.80	536
9000 - 9999	29.95	599
10000 - 10999	33.10	662
11000 - 11999	36.25	725
12000 - 12999	39.40	788
13000 - 13999	42.55	851
14000 - 14999	45.70	914
15000 - 15999	48.55	971
16000 - 16999	50.30	1006
17000 - 17999	52.05	1041
18000 - 18999	53.80	1076
19000 - 19999	55.55	1111
20000 - 20999	57.30	1146
21000 - 21999	59.05	1181
22000 - 22999	60.80	1216
23000 - 23999	62.55	1251
24000 - 24999	64.30	1286
25000 - 25999	66.05	1321
26000 - 26999	67.80	1356
27000 - 27999	69.55	1391
28000 - 28999	71.30	1426
29000 - 29999	73.05	1461
30000 - 30999	74.80	1496
31000 - 31999	76.55	1531
32000 - 32999	78.30	1566
33000 - 33999	80.05	1601
34000 - 34999	81.80	1636
35000 - 35999	83.55	1671
36000 - 36999	85.30	1706
37000 - 37999	87.05	1741
38000 - 38999	88.80	1776
39000 - 39999	90.55	1811
40000 - 40999	92.30	1846
41000 - 41999	94.05	1881
42000 - 42999	95.80	1916
43000 - 43999	97.55	1951
44000 - 44999	99.30	1986
45000 - 45999	101.05	2021
46000 - 46999	102.80	2056
47000 - 47999	104.55	2091
48000 - 48999	106.30	2126
49000 - 49999	108.05	2161
50000 and over	109.00	2180

Benefits shall be based on the salary received on the last day of work or of paid sick leave preceding the 10-day waiting period. No adjustment of benefit rate attributable to increased salary shall be paid until the claimant has returned to teaching for one month or sick leave pay from the employing board has resumed.

(d) The BCTF fee is waived while a member is in receipt of SIF benefits.

(e) Subject to regulations 2 and 13, benefits are payable to members absent because of illness or accident.

Benefits shall commence:

1. in the case of consecutive absences, on the 11th consecutive teaching day following termination of statutory sick leave and/or benefits resulting from agreements with local associations; or,

2. in the case of intermittent absences, on the 11th teaching day of absence following termination of statutory sick leave and/or benefits resulting from agreements with local associations where absences are intermittent but all are attributable to the same illness and the preceding 10 days of absence fall within a 20 teaching day period.

3. in the case of intermittent absences required for prescribed life sustaining medical treatment, and designated by the Salary Indemnity Fund Committee as such (e.g., chemotherapy), on the 11th teaching day of absence following the termination of statutory sick leave and/or benefits resulting from agreements with local associations.

Except as noted in 5(h), the maximum number of teaching days for which benefits shall be paid in respect of a single illness or accident shall be 175. No benefits shall be paid in respect of July and August.

(f) When a member has been in receipt of benefits and subsequently becomes eligible for sick leave pay from the employing school board, payment of benefits shall be suspended. On the day following the termination of resumed sick leave pay, the member shall, provided all other requirements are met, be eligible to resume receipt of benefits.

(g) A member who is eligible for benefits for a complete month shall be entitled to 20 days of sick benefits. A member who is eligible for benefits for part of a month shall be entitled to 20 days (or the number of prescribed teaching days, whichever is greater) of benefits less the sum of the days of paid statutory sick leave and days spent on the waiting period.

(h) When a member has drawn benefits in respect of one accident or illness and returns to teaching for a period of less than three months of teaching, that member shall be entitled to benefits for not more than the balance of the 175-day maximum benefit period; when a member returns to teaching for three consecutive months of teaching, that member shall be entitled to whatever number of benefit days remain of the original maximum of 175 days and, in any event, not fewer than 75 benefit days; when a member has returned to teaching for a period of 20 consecutive months of teaching, that member shall be entitled to benefits for a maximum period of 175 days.

No additional period of return to teaching, other than that required by regulation 2, is required for qualification for receipt of benefits in respect of a different accident or illness. The onus is on the claimant to prove that the claim is for a different accident or illness.

(i) A member who has established a claim under the foregoing regulations and is in receipt of benefits may engage in remunerative employment, undertaken as rehabilitative employment that has been recommended by a physician and approved by the SIF Committee. The member may continue to receive benefits from the SIF but the regular benefit will be reduced by an amount equal to 50 per cent of the amount earned in employment.

Days or partial days spent in rehabilitative employment will be assessed as part of the member's benefit entitlement period. Where questions arise, the length of the entitlement period shall be determined by special resolution of the SIF Committee, except that the maximum benefit available to a member shall not be less than 75 days of regular benefits.

The member is responsible for reporting involvement in approved rehabilitative employment in the manner established by the SIF claims officer.

The benefit of a member engaged in remunerative employment for other than approved rehabilitative purposes will be reduced by the full amount earned from that employment.

Termination of employment

6. In order to be eligible for salary indemnity benefits a member, as defined in regulation 2, must continue in employment. Members whose employment has been terminated, including those on temporary appointments, will receive benefits only by resolution of the SIF Committee.

Claim forms

7. (a) All claims for benefits shall be accompanied by a medical certificate and a statement containing such information as may be required by the SIF Committee on its printed application forms signed by an official of the school board by which the applicant is employed.

Any expense incurred by a member in obtaining a medical certificate under this regulation shall be borne by the member.

(b) Claims that are not filed within 30 days of return to teaching or within four months of eligibility shall be deemed late claims. Benefits arising from late claims shall not be paid without the approval of the Salary Indemnity Fund Committee.

Information

8. The SIF Committee is empowered to secure from the employing school district or the ministry of education, information in regard to accumulated sick leave, number of days' absence of any member applying for benefits or other information that the committee may require in connection with the payment of benefits.

Medical examination

9. The SIF Committee shall have the right to require any member applying for benefits under the fund to submit to medical examination by a physician selected by the SIF Committee, and shall, as a result of that examination, have the right to deny benefits.

The cost of a medical examination prescribed in this regulation shall be borne by the fund.

Segregated fund

10. (a) The funds of the Salary Indemnity Fund shall be segregated from BCTF funds. They shall be controlled by the Executive Committee. Disposal of funds for purposes other than payment of benefits and administration of the fund shall be made only by extraordinary resolution of the Annual General Meeting of the BCTF.

(b) The president and the treasurer are authorized to invest surplus salary indemnity funds in such securities and other examples of indebtedness as are approved under by-law 5.12 of the BCTF constitution and by-laws; and on approval of the Executive Committee, surplus salary indemnity funds may be loaned to the BCTF for general operating purposes and such funds will bear interest at the prevailing rate of interest applicable to BCTF borrowings from bank sources, and the loan will represent a charge on the assets of the federation. The amount of such borrowings shall be limited so as to leave a remaining minimum balance of $300,000 in the Salary Indemnity Fund at all times.

Borrowing power

11. In the event that the monies in the Salary Indemnity Fund are insufficient to pay all benefit claims at any time, the Executive Committee at its discretion shall be empowered to borrow funds to satisfy all claims in full, provided that the total sum raised by such loans shall not exceed the total of accounts receivable to the fund.

Limitation of liability

12. (a) The liability of the BCTF in regard to claims against the fund for benefits shall not at any time exceed the total amount of monies to the credit of the fund.

(b) If at the time of loss the member is entitled to claim benefits from a third party (e.g., Workers' Compensation or automobile insurance), the Salary Indemnity Fund shall not be liable to pay any benefits except the amount, if any, which together with the benefit from the third party would total the benefit available from the Salary Indemnity Fund if a valid claim had been established without any liability of another party.
(May 72 Ex, pp. 9-12)
(June 82 Ex, p. 17)

D. LONG-TERM SALARY CONTINUANCE

PROCEDURES

14.D.02—That the federation establish and operate its own long-term disability salary continuance plan. (82 AGM, p. 33)

14.D.04—That the long-term disability salary continuance plan be based upon the following elements:

1. Participation

(a) All active members employed by school boards on a regular full-time or regular part-time assignment shall participate, except as noted in (ii) below.

(b) Members may voluntarily withdraw from the plan at the beginning of the school year in which they either attain age 64 or establish 35 years of pensionable service.

(c) All members of the federation staff on a regular full-time or part-time assignment shall participate in the plan.

2. Disability Definition

To be eligible for benefits a member must be suffering from a severe physical or mental disability so prolonged that, following the expiration of sick leave and salary indemnity fund benefits:

(a) he/she is unable to perform the duties of his/her regular teaching employment for a period of up to 12 months; and subsequently,

(b) he/she is unable to perform the duties of any substantially gainful employment for which he/she might be qualified by reason of education, training, or experience.

During a period of total disability a member must be under the continuous care and personal attendance of a medical doctor. When the disability results from a psychotic disorder the member must be under the continuous and personal care of a psychiatrist.

3. Benefits

(a) The amount of the benefit shall be 65 per cent of the first $25,000 of gross annual salary (as of the last day of work or statutory sick leave) plus 50 per cent of the next $25,000 of gross salary, or part thereof.

(b) Benefits shall be offset by income received from third parties such as Canada Pension Plan, Workers' Compensation, and the Insurance Corporation of British Columbia.

(c) The benefit shall be increased annually by the amount of the increase in the Canadian Consumer Price Index, to a maximum of five per cent. (See also Finance (v) below.)

(d) Benefits shall be paid in 12 equal monthly instalments.

4. Commencement of Benefits

Benefits shall commence on the first school day following the termination of Salary Indemnity Fund benefits (normally 185 days after the expiration of sick leave).

5. Duration of Benefits

Benefits paid for disabilities caused by a physical condition or psychosis are payable until the earliest of recovery, death or retirement. A psychosis is defined as a serious mental illness or derangement for which continuous treatment is received from a psychiatrist.

Benefits paid for disabilities caused by psychoneurosis (i.e., mild forms of mental illness) are payable for a maximum of two years.

6. Rehabilitative Employment

A member may engage in rehabilitative employment for a period of up to 24 months with his/her benefit being reduced by 50 per cent of earnings received from such employment.

7. Leave of Absence

Coverage shall be maintained without payment of fee for a member who is on a leave of absence without pay.

8. Pension Credit

The time spent in receipt of benefits shall count as pensionable service with the Teachers' Pension Plan, without contribution.

9. Finance

(a) The plan shall be financed by an allocation of a portion of the membership fee of each member, fixed annually by the Annual General Meeting, with such portion calculated as a percentage of the actual salary of the member, up to a maximum salary of $50,000 annually.

(b) The fee shall be computed in conjunction with the SIF fee and collected as a single assessment.

(c) The funds of the plan shall be segregated from other BCTF funds and be controlled by the Executive Committee.

(d) The plan shall be operated on a fully funded basis.

(e) If surplus monies accrue, priority shall be given to the allocation of such monies to current recipients in the form of additional indexing payments.

10. Fee

The determination of the fee premium will, of course, depend upon the final balance of benefits and requirements incorporated in the plan, and, further, should be determined on the basis of actuarial study.

11. Administration

(a) The plan shall be administered under the direction of a special committee appointed by the Executive Committee.

(b) The committee shall from time to time make recommendations to the Executive Committee respecting contribution rates, benefits, fund investments, and other matters pertaining to the operation of the plan, and submit for approval to the Executive Committee proposals for changes in the regulations of the plan. Decisions regarding the disability of a claimant will be made by a medical review panel external to the BCTF.

(c) The regulations of the plan shall provide an appeal procedure under which a member denied benefits may appeal against that decision on the part of those responsible for administering the plan.
(82 AGM, pp. 33-36, 48-49)

15. INDEPENDENT SCHOOLS

POLICIES

15.01—*That teachers in all provincially-funded schools should be subject to the same certification standards as teachers in the public school system.* (Oct 78 RA, p. 15)

15.03—*That the following principles should be strictly adhered to by all schools receiving public funds:*

1. There should be equality of opportunity with respect to admission, discipline, learning conditions, standards of service, and course offerings for students within a school district.

2. All schools should be governed by the same laws, regulations, and procedures as set by duly-elected representatives of the public, both provincially and locally.

3. Parents and other members of the general public should have equal rights to involvement in the operation and activities of all such schools.

4. No public funds, directly or indirectly, should be used to proselytize, to the exclusion of others, any one religion, or to give any imbalanced views of particular moral codes or political views.

5. The operating funds spent on behalf of each student at the school level should not be greater in the publicly-funded private school(s) than in the public schools in the same district.

6. All such schools should be subject to the same public control, requirements, scrutiny and accountability with respect to budgeting, expenditure and reporting.

7. There should be strict enforcement of the same ethical considerations with respect to conflict of interest by publicly-elected officials on matters dealing with governance and financial support of public or independent schools. (79 AGM, pp. 5-6)

15.05—*That BCTF members should not provide to independent schools information that assists those schools in their discriminatory or selective admission of public school pupils.* (June 82 Ex, p. 2)

PROCEDURES

15.02—That the BCTF actively oppose any restrictive admission policies of the private schools of this province that receive public funds. (Oct 78 RA, p. 16)

15.04—That the BCTF oppose the centralization of the administration of independent school funding in B.C. and campaign to have all publicly funded schools accountable to the local taxpayers from whom they receive support. (Oct 78 RA, p. 16)

Note: See also statement 9.A. 07.

16. INDUCTION CEREMONIES

PROCEDURES

16.02—That all local associations shall hold annual induction ceremonies, preferably early in the new school year. All new teachers shall be inducted into the teaching profession. All new teachers shall accept the BCTF code of ethics. If an individual is unable to attend the induction ceremony, other arrangements shall be made for his/her acceptance of the code of ethics. (76 AGM, p. 54)

16.04—That each local association shall have a member responsible for induction ceremonies and initiation of new members. (76 AGM, p. 54)

16.06—That local associations shall make certain that each new teacher receives, along with the school board's letter of appointment, a copy of the BCTF code of ethics, and notification that he/she will become a BCTF member on the effective date of the appointment. (76 AGM, p. 54)

17. INTERNATIONAL ASSISTANCE

PROCEDURES

17.02—That an amount equal to 1.86 per cent of the BCTF fee, exclusive of special allocations and local association fees, be allocated to the W. R. Long Memorial International Assistance Fund to assist in improving education in developing countries. (62 AGM, p. 20)

Note: See also statements 11.D.20 - 11.D.30.

18. LABOR LIAISON

PROCEDURES

18.02—(a) That the BCTF maintain liaison with other employee groups to promote the cause of education and to discuss educational and economic objectives.

(b) That such a program of liaison be specifically concerned with:

1. the policies and procedures of local government and school boards;

2. the legislative policies of the provincial and/or federal governments and policies and procedures of government-controlled institutions;

3. common areas of concern to BCTF and other employee groups that are affected by such policies and procedures. (73 AGM, p. 3) (Oct 80 RA, pp. 3-4)

18.04—That the BCTF establish liaison, with an exchange of observers with the Canadian Labour Congress, the British Columbia Federation of Labour and local labor councils where they exist. (73 AGM, p. 4)

18.06—That each and every member be given the opportunity of voting by referendum ballot prior to any affiliation of the BCTF with labor. (73 AGM, p. 5) (Reviewed Dec 79 Ex, p. 15)

18.08—That the BCTF provide to all local associations information in full regarding affiliation with the Canadian Labour Congress or the Confederation of Canadian Unions and the British Columbia Federation of Labour. (76 AGM, p. 61)

18.10—(a) That the BCTF endorse the democratic right of public and private sector workers to strike.

(b) That the BCTF oppose government legislation that interferes with or obstructs the legal right to strike. (Jan 79 RA, pp. 24-25)

18.12—That the Executive Committee seek to maintain a regular contact between its provincial officers and provincial labor leaders and officers. (Mar 79 Ex, p. 17)

18.14—Transportation of students for extra-curricular activities:

The provision of bus transportation to facilitate curricular and extra-curricular activities is a responsibility of the local school board, and should, through the finance formula, also be a responsibility of the Ministry of Education.

Teachers have a heavy teaching load in addition to extra-curricular activities and should therefore not undertake further duties such as driving buses to transport pupils.

As a general principle teachers should undertake that job for which they were hired — teaching. While the definition of teaching includes working with students in extra-curricular activities, it should not include driving of buses to transport pupils, any more than it includes secretarial and other support tasks.

It is recommended that:

1. Teachers should not be responsible for the transportation of pupils by bus.

2. Local associations should urge their boards to provide adequate financial assistance to extra-curricular activities, including transportation.

3. Teachers should refrain from:

(a) driving buses for the purpose of transporting students;

(b) participating in societies or other such business arrangements that are made to transport students on curricular or extra-curricular activities. (80 AGM, pp. 5-6)

19. LEAVES OF ABSENCE

Note: For sick leave see section 14.B.

A. EDUCATIONAL LEAVE

POLICIES

19.A.01—*That teachers should be granted at intervals educational leave, both short-term and long-term, on full or partial pay.* (66 AGM, p. 8) (Reviewed Dec 77 Ex, p. 12)

19.A.03—*That educational leave should be counted for seniority, including eligibility for promotion, and for pension purposes.* (66 AGM, p. 8) (Reviewed Dec 77 Ex, p. 12)

19.A.05—*That teachers in areas remote from university centres should be given educational leave more frequently.* (66 AGM, p. 8) (Reviewed Dec 77 Ex, p. 12)

19.A.07—*That teachers attached to technical assistance projects should be granted leave of absence, and their seniority, including eligibility for promotion, and their pension rights should be safeguarded.* (66 AGM, p. 8) (Reviewed Dec 77 Ex, p. 12)

19.A.09—*That section 125 of the School Act should be amended to permit school boards to grant leaves of absence to teachers for stated*

periods of time, with or without pay, without reference to the Lieutenant-Governor in Council. (66 AGM, p. 9) (Reviewed Dec 77 Ex, p. 12)

19.A.11—*That the following be considered legitimate purposes for which short-term educational leave should be freely granted:*

1. to enable teachers to attend college or university courses that do not coincide with their vacation periods, but that have been accepted by the ministry toward improved certification.

2. to enable teachers to attend courses, seminars, or conferences. (66 AGM, p. 10) (Reviewed Dec 77 Ex, p. 12)

19.A.13—*That the School Act should be amended to make it illegal for school boards to deduct more than the costs of a teacher's substitute in the event of a teacher's absence from school.* (May 74 RA, p. 14) (Reviewed Dec 79 Ex, p. 18)

PROCEDURES

19.A.02—That local associations negotiate with their school boards educational leave plans that specify as minimum essential provisions:

1. the minimum period of service required to establish initial and subsequent eligibility for educational leave.

2. the purposes for which educational leave may be sought.

3. the remuneration payable to the BCTF member while on educational leave.

4. safeguards designed to protect the member's pay, seniority, and right to return to a position in the school district at least comparable to the one held prior to accepting educational leave.

5. limitations necessary to ensure that no unreasonable handicap is imposed upon the school district. (66 AGM, pp. 9-10) (Reviewed Dec 77 Ex, p. 12)

19.A.04—That the BCTF encourage local associations to negotiate paid educational leave for teachers to obtain their first degrees. (79 AGM, p. 19)

B. OTHER TYPES OF LEAVE

POLICIES

19.B.01—*That the School Act should be amended to permit the negotiation under section 134 of paid leaves of absence.* (Oct 78 RA, p. 21)

19.B.03—*That the School Act and/or regulations of the Lieutenant-Governor in Council should be amended to provide up to 12 days leave of absence from teaching duties for local personnel to conduct BCTF business.* (Jan 81 RA, p. 13)

19.B.05—*That the BCTF facilitate and encourage local associations to negotiate for the provision of sabbaticals in their contracts.* (Oct 78 RA, p. 2) (Jan 80 RA, p. 18)

19.B.07—*That the School Act should be amended to ensure that:*

1. On receipt of a request from the local association, a board of school trustees shall grant leave to a teacher who is elected to local association office.

2. On receipt of a request from the Executive Committee of the British Columbia Teachers' Federation, a board of school trustees shall grant leave to any teacher who is elected as an officer of the British Columbia Teachers' Federation.

3. On receipt of a request from the Executive Committee of the British Columbia Teachers' Federation, a board of school trustees shall grant leave up to a maximum of five consecutive years to any teacher who is appointed to the administrative staff of the British Columbia Teachers' Federation. (Feb 82 RA, pp. 18-19)

19.B.09—*That the BCTF seek the introduction of new provincial legislation that would permit an employee to have leave of absence for a period of up to 36 months for parenting* (Oct 79 RA, pp. 3-4)

19.B.11—*That Maternity Protection Act benefits should apply in the case of adoption.* (Jan 80 Ex, p. 18)

19.B.13—*That the School Act should be amended to ensure that all teachers are entitled, for any purpose whatsoever, to at least a one-year leave of absence without pay after every five years of teaching experience.* (May 80 RA, pp. 5-6)

PROCEDURES

19.B.02—That local associations be encouraged to negotiate parenthood leave of absence with pay. (75 AGM, pp. 36-37) (Reviewed Dec 79 Ex, p. 15)

20. LEGAL AID

See also Section 25, "Ombudservice and Federation Appeals Board" and Appendix C, which lists the rules governing appeals of Executive Committee decisions regarding legal aid.

PROCEDURES

20.02—That the federation's representatives on boards of reference or review commissions shall notify the general secretary immediately of any appeal case referred to a board and that it shall then be the duty of the general secretary to inform any BCTF members concerned of the legal support available through the BCTF and of the probable consequences of failure to take advantage of the federation's assistance at the start. (Dec 65 Ex, p. 2) (Reviewed Nov 77 Ex, p. 12)

20.04—Terms of Legal Aid

1.0 The BCTF provides legal services to active members in the following manner upon application to the executive director.

(a) *Legal Advice* — is available on all matters arising directly out of the member's practice of the teaching profession and on tenure problems relating to such matters.

(b) *Legal Aid* — The services of a lawyer will be provided, on request, to any member facing transfer, suspension, dismissal or termination pursuant to the provisions of the School Act and appearing before any board, committee or tribunal established pursuant to that statute.

(c) *Legal Aid* — The services of a lawyer will be provided, on request, to any member facing disciplinary action by the BCTF when an order of the Judicial Committee is that the member be reprimanded, suspended or terminated from membership in the BCTF.

2.0 That should the foregoing policy not clearly apply, the president and the executive director are authorized to determine whether the circumstances warrant legal aid. This authorization does not preclude the right of the president and executive director to refer the matter to the Executive Committee for a decision. Moreover, a member denied legal aid by the president and executive director may appeal to the Executive Committee.

2.1 All BCTF members serving as nominees on tribunals established pursuant to the School Act shall notify the executive director of all cases referred to them and the executive director will ensure that the member who is to appear before the tribunal is apprised of his/her rights to representation, pursuant to BCTF policy.

2.2 For purposes of legal aid, a member conducting an appeal or review against loss of job before any tribunal established pursuant to the School Act, shall continue to be regarded as an active member.

2.3 A lawyer will normally be instructed by the BCTF to act on a member's behalf, but a member may elect to engage a lawyer of his/her choosing and the BCTF commitment to pay shall be limited to the scale of rates applicable had the BCTF retained the lawyer on the member's behalf.

3.0 The Executive Committee shall review all decisions respecting legal aid, upon application by the member concerned.

3.1 A member shall, on request, be provided with the services of a lawyer up to and including the time of trial, in a defence on any charge that arises directly out of the member's practice of the teaching profession.

3.2 Legal costs paid by the BCTF on a member's behalf shall be offset by any costs or damages awarded in the action but recovery shall not extend to salary payable to the teacher on reinstatement.

3.3 Unless there are compelling reasons to the contrary, no member shall be granted reimbursement for legal costs in any action or appeal entered into by the member without the approval of the Executive Committee.

3.4 Unless there are compelling reasons to the contrary, a member suing another member shall not be provided with legal aid by the BCTF. (78 AGM, p. 31) (79 AGM, pp. 14-15) (June 80 Ex, p. 28)

20.06—That whenever possible, legal advice to members be given by federation counsel. (Jan 81, Ex, p. 14)

20.08—That any active member whose application for legal aid is denied be advised of rights of appeal within the federation. (Jan 77 Ex, p. 7) (78 AGM, p. 31)

21. MEMBERSHIP

PROCEDURES

A. ACTIVE MEMBERSHIP

21.A.02—The following persons ***shall*** be active members (by-law 1.1.a.)

(a) All teachers in B.C. public schools.

Note: The School Act defines a "teacher" as a "person holding a valid and subsisting certificate of qualification issued by the Ministry of Education who is appointed or employed by a board of school trustees to give tuition or instruction or to administer or supervise instructional service in a public school, and includes a person to whom is issued, pursuant to this Act, a letter of permission for teaching, but does not include a person appointed by a board as Superintendent of Schools or Assistant Superintendent of Schools." This includes all teachers on a leave of absence from their regular teaching duties, regardless of the reason for the leave.

(b) All exchange teachers coming to B.C. from another country or province, such teachers to be granted active membership without payment of fee. (June 78 Ex, pp. 21-22)

21.A.04—Persons who hold a valid B.C. teaching certificate and are not required to be members of the BCTF pursuant to by-law 1.1(a) will be granted voluntary active membership pursuant to by-law 1.1(b) upon meeting any of the following criteria:

1. Upon application if the person is employed by a board of school trustees in a field of adult education.

2. Upon application if the person is a teacher employed pursuant to section 19 of the School Act.

3. Upon application if the person is unemployed but actively seeking employment as a teacher.

4. Upon application or upon receipt by the federation of membership fees pursuant to a membership requirement in a local agreement, if the person is currently registered with a school board for substitute teaching. (May 82 Ex, p. 40)

21.A.06—Associated professionals fully trained and qualified in a profession other than teaching, e.g., physicians, dentists, nurses, psychiatrists, social workers and speech therapists who provide a support service in the public school system may become voluntary active members upon meeting all of the following criteria:

1. They have satisfied the requirements for membership in their own professional organization.

2. Their level of professional training can be equated with that of teachers and has included courses related to child development and learning processes, and practical training experiences with children.

3. Their role with children can be characterized as a teaching function within their speciality, i.e., they diagnose, prescribe, implement, and evaluate. (May 82 Ex, pp. 40-41)

21.A.08—Voluntary active members must maintain membership in a local association in which they are employed or registered for employment. Unemployed teachers may select a local in the district in which they live. (May 82 Ex, p. 41)

21.A.10—Voluntary active membership shall be deemed to commence on the first day of the period for which fees are received. Upon the passage of four consecutive months for which no membership fees are received, a voluntary active membership shall be deemed expired. (May 82 Ex, p. 41)

B. ASSOCIATE MEMBERSHIP

21.B.02—The following persons may become associate members (by-law 1.2)

(a) Persons holding instructional positions in recognized education institutions that are not public schools. "Public school" means a school established and maintained under the provisions of the B.C. School Act.

(b) Persons who do not hold valid B.C. teaching certificates and are employed as substitute teachers by a board of school trustees.

(c) Persons employed as Indian home-school co-ordinators by a board of school trustees.

(d) Former members who are no longer teachers and are not eligible for any form of honorary membership.

(e) Persons who are members of a profession other than teaching and who provide professional services to pupils and/or teachers in B.C. public schools.

(f) Voting members of the B.C. Pre-school Teachers' Association.

(g) Members of B.C. Teachers of English as an Additional Language.

(h) Teachers, active or retired, holding certificates valid in other provinces.

(i) Individuals who are enrolled in a faculty of education in a B.C. university.

(j) Other persons who meet the criteria of by-law 1.2, and who apply to and are accepted by the Executive Committee. (June 78 Ex, pp. 23-24) (June 79 Ex, p. 13)

21.B.04—Associate membership is subject to the following conditions:

1. The membership year corresponds with the BCTF year.

2. To continue his/her membership, an individual must submit a renewal application each year.

3. Applications will be accepted all year, but the fee will not be prorated. (June 78 Ex, p. 24)

C. AFFILIATE MEMBERSHIP (by-law 1.6)

Note: The Executive Committee has approved in principle a process for giving effect to by-law 1.6. The process is found on pages 15-16 of the February 29-March 1, 1980 minutes of the Executive Committee.

D. HONORARY MEMBERSHIP (by-law 1.3)

21.D.02—HONORARY ASSOCIATE MEMBERSHIP (by-law 1.3)

1. The following persons shall be granted honorary associate membership:

(a) retired teachers in receipt of superannuation who have been members of the federation for at least 10 years.

2. The following persons may be granted honorary associate membership:

(a) other members whom the federation wishes to honor on the occasion of their leaving the profession;

(b) members who leave teaching for public service, such membership to expire at the end of their terms of office;

(c) former members whom the federation wishes to honor on the occasion of their retirement; e.g., district superintendents.

3. Recommendations to grant such memberships may be made by any local association and may be approved by the president and general secretary. (June 78 Ex, pp. 24-25)

21.D.04—HONORARY LIFE MEMBERSHIP (by-law 1.5)

Active and retired teachers who have given outstanding service to education at a provincial level may be nominated for honorary life membership. (June 78 Ex, p. 25) (Mar 27 Ex, p. 9)

21.D.06—HONORARY MEMBERSHIP (by-law 1.4)

1. Other persons who have made a contribution to education that is recognized provincially may be nominated for honorary membership.

2. Where honorary membership has been granted in recognition of public office, such membership shall terminate when their terms of office end. (June 78 Ex, p. 25)

E. MISCELLANEOUS

21.E.02—That the BCTF continue as the single organization for teachers in the B.C. public schools. (June 78 Ex, p. 25)

21.E.04—That there be no provision for auxiliary school personnel to be members of the BCTF. (June 78 Ex, p. 25)

21.E.06—That it be the responsibility of the BCTF to arrange with school boards a system of payroll deduction, including provisions for lists of information required. (June 78 Ex, p. 26)

21.E.08—That providing new members with information about the benefits of belonging to the BCTF be initially the responsibility of the local association, with the assistance of the BCTF Membership Department. (June 78 Ex, p. 26)

21.E.10—That materials in membership kits be kept up-to-date,

concise and relevant, and that local associations be involved as fully as possible in the development and distribution of these kits. (June 78 Ex. p. 26)

21.E.12—(a) that membership certificates continue to be issued to new teachers;

(b) that procedures be established to ensure that all new teachers receive membership certificates. (June 78 Ex. p. 26)

21.E.14—That unemployed teachers be permitted to join the local association of their choice provided that they have applied and been accepted as active members under section 22.A.04 (b). (June 78 Ex. p. 26)

21.E.16—That the BCTF seek an amendment to section 141 of the School Act that would add a subsection that would read: "a person who is engaged in a position of employment which by Order of the Lieutenant-Governor and by resolution of the British Columbia Teachers' Federation, is declared a position in which membership in the British Columbia Teachers' Federation is not required.". (Nov 75 Ex. p. 29)

21.E.18—That school boards be encouraged to make secondment available to all teachers who are granted leaves of absence to accept temporary positions with other educational institutions. (June 78 Ex. p. 26)

21.E.20—That it be the responsibility of each local association to ensure that members who are on leaves of absence continue to receive all local association materials and information that are available to ther active members. (June 78 Ex. p. 27)

21.E.22—That though the definition of an unemployed teacher is in terms of unemployment as a teacher, unemployed teachers who are otherwise employed should not apply for active BCTF membership when membership of a union appropriate to their current employment is available. They should apply as associate members. (Dec 79 Ex. p. 5)

21.E.24—That voluntary active and associate members who apply for, and are accepted into, membership after April 15 of a membership year, have membership continued till the end of the ensuring membership year, without the necessity of reapplying in September. (June 80 Ex. p. 10)

21.E.26—That BCTF members seconded by the Ministry of Education shall be asked to refrain from voting and holding office during the period of their service with the ministry. (Feb 81 Ex. p. 7)

22. MINISTRY OF EDUCATION

Note: See also section 10.D, "Learning Assessment."

A. DISTRICT SUPERINTENDENTS

POLICIES

22.A.01—*That the BCTF continue to co-operate with the BCSTA in an attempt to have the minister of education approve the following seven recommendations, which represent the joint position of the two organizations:*

1. All school districts should have freedom of choice in the selection of chief executive officers. Candidates should be able to qualify for certification as teachers in British Columbia, and candidates' appointments should be ratified by the Lieutenant-Governor in Council.

2. Provision should be made for appropriate pre-service and in-service training opportunities for chief executive officers and prospective chief executive officers.

3. Salaries of chief executive officers should be determined completely at the local school district level.

4. The school board (not the chief executive officer) should be responsible for seeing that the terms of the School Act and the Regulations of the Lieutenant-Governor in Council are followed.

5. The ultimate responsibility of the Ministry of Education for school districts is recognized. To this end, the Division of Field Services of the Ministry of Education should expand its planning and development functions in addition to its maintenance functions.

6. Chief executive officers should be entitled to the same safeguards against wrongful dismissal by school boards as are normally enjoyed by senior executives in business and industry, as established by various statutes and precedents.

7. A district superintendent of schools who is now employed by the provincial government should not suffer any loss in pension benefits should he/she accept an appointment as a locally-employed chief executive officer. (June 70 Ex. pp. 20-21) (Reviewed Dec 79 Ex. p. 19)

22.A.03—*That the Minister of Education should implement procedures to provide for consultation with local associations of teachers in the hiring of locally or provincially appointed district superintendents.* (June 73 Ex. p. 21) (Reviewed Dec 79 Ex. p. 19)

22.A.05—*That the Minister of Education should allow every school board, regardless of its size, to consider a short list of prospective superintendents, to request further additions to the list, and to recommend to the minister the preference of the board.* (Aug 74 Ex. p. 35) (Reviewed Dec 77 Ex. p. 12)

PROCEDURES

22.A.02—That a regular formal liaison with the district superintendents through their association be established. (Feb 78 Ex. p. 19)

B. SCHOLARSHIPS

22.B.01—*That the Ministry of Education should expand its financial assistance program to any student who requires assistance to start and/or continue his/her tertiary education.* (75 AGM, p. 92) (Reviewed Dec 79 Ex. p. 15)

22.B.03—*That the BCTF support the principle that each school staff in consultation with its students and their parents decides what, if any, kinds of excellence should be rewarded, and if so, at what stages of pupil growth and development, and in what form these rewards should be made.* (Oct 74 RA, p. 18) (Reviewed Dec 79 Ex. p. 18)

22.B.05—*That the BCTF encourage the provincial government to reallocate its present budget for government scholarship examinations on an equitable basis to schools that wish to reward graduating students for any kind of excellence.* (Oct 74 RA, p. 18) (Reviewed Dec 79 Ex. p. 18)

22.B.07—*That the BCTF promote structures and processes to the end that the secondary school staff recognize and reward, from a provincial fund, secondary school students who are prepared to undertake practical, creative and self-initiated projects that will advance personal career goals and/or benefit society in some tangible manner.* (Oct 74 RA, p. 18) (Reviewed June 80 Ex. p. 14)

C. MISCELLANEOUS

22.C.01—*That the Ministry of Education should bear the cost of substitutes and/or other expenses for teacher representatives to attend ministry-initiated meetings.* (June 79 RA, p. 13)

23. MISCELLANEOUS

POLICIES

23.01—*That teachers should not be required to act as collecting agents for any commercial enterprise.* (Jan 57 Ex. p. 7) (Reviewed Dec 79 Ex. p. 19)

23.03—*That school attendance procedures should be simplified — namely, that each school keep a record of attendance that will satisfy the local board of school trustees.* (71 AGM, p. 42) (Reviewed Dec 79 Ex. p. 18)

23.05—*That the BCTF support the provision of family planning information and services for all who want it in Canada by 1985.* (Nov 75 Ex. p. 29)

23.07—*That the School Act should be amended to provide penalties for business enterprises that endeavor, for their own gain, to induce students to be truant.* (Oct 78 RA, p. 3)

PROCEDURES

23.02—(a) That, in those schools where teachers know from past experience that they can expect trouble from outsiders at school functions, police protection be provided before teachers undertake to sponsor such functions.

(b) That when a case is such that the BCTF feels that a charge should be laid, individual BCTF members should be encouraged to sign the

necessary information, with the understanding that if they have followed the correct procedures (i.e., consulted with the general secretary before taking any action), they will be supported.
(Sept 87 Ex, p. 6)
(Reviewed Nov 78 Ex, p. 10)

24. NON-TEACHING EMPLOYMENT OF TEACHERS

POLICIES

24.01—*(a) that the BCTF expects that, as a general rule, teachers will not enter other employment.*

(b) That the BCTF recognizes that teachers may legitimately accept other employment when the purpose of such employment is to enable them to gain experience or develop skills directly related to their teaching functions.

(c) That the BCTF expects that teachers who feel compelled to accept other employment will use discretion. (86 AGM, pp. 35-36)
(Reviewed Jan 77 Ex, p. 21)

25. OMBUDSERVICE AND FEDERATION APPEALS BOARD

PROCEDURES

Note: See also section 20, "Legal Aid," section 32.E. Federation Appeals Board, and Appendix C, which lists the rules governing appeals of decisions of the Ombudservice.

25.02—(a) That members of the Executive Committee, Investigation Committee, Judicial Committee, Federation Appeals Board and Representative Assembly be excluded from membership on the Committee of Ombudspersons.

(b) That a normal term of service for an ombudsperson be five years.

(c) That no ombudsperson serve for more than two terms.

(d) That the five ombudspersons be selected by the Representative Assembly on the basis of regional representation; i.e., one from each of the following regions:

(i) Lower Mainland east to Hope

(ii) Okanagan - Central Mainland

(iii) Kootenays

(iv) North Central - Peace River - North Coast

(v) Vancouver Island

(e) That in any year in which the term of an ombudsperson expires, nominations for the position of ombudsperson be submitted by geographical representatives prior to the May meeting of the Representative Assembly and that elections be held during the May meeting of the Representative Assembly.

(f) That, if any ombudsperson is unable to complete his/her term of service, the Representative Assembly at its first subsequent meeting shall elect a replacement person to complete the unfinished term.

(g) That each year the ombudsperson designate one of their number to serve as chairperson. (May 76 RA, pp. 13-14)
(May 80 RA, p. 13)

25.04 A—Purpose

The Committee of Ombudspersons has been constituted:

1. to ensure that no member is the victim of decisions made within the organization for which no established appeal procedure is available. After investigation of allegations made by a member, the committee has the right to meet with the executive director, the Executive Committee, or any other person(s) or bodies within the federation with the power to redress the grievance.

2. to hear appeals against decisions of the Executive Committee concerning legal aid and to report to the Federation Appeals Board.

3. to hear claims of errors in process with respect to decisions of the Judicial Committee and to report to the appropriate body.

4. to look into claims that "new evidence" exists that was not known at the time of an investigation by an investigation team and decision of the Judicial Committee and, if appropriate, to require reconsideration of the matter by the Judicial Committee.

5. to act on behalf of the member concerning any of the duties indicated in subsections 1 to 4 above and to arrange for publicity within the organization, if appropriate, concerning any of these matters.
(May 80 RA, p. 13)

25.04 B—Regarding the investigation

1. Except as provided for in by-law 5.17, every request for the ombudservice shall be made in writing to the executive director or to the chairperson of the Committee of Ombudspersons.

2. In its investigations the Committee of Ombudspersons will respect the confidentiality of the information received.

3. Before investigating any complaint the ombudspersons will notify the committee, local association officer or employee of the BCTF whose alleged action or inaction has precipitated the complaint.

4. The Committee of Ombudspersons will be entitled to study all BCTF correspondence files and records relating to the alleged complaint.

5. The Committee of Ombudspersons will seek to examine all officers, and employees, members or complainants whose knowledge and information may be considered useful to the committee in investigating the complaint. (May 76 RA, pp. 14-16)
(June 82 RA, p. 8)

25.06—That the Committee of Ombudservice shall not make representations to outside agencies on behalf of members. (June 77 Ex, p. 3)

26. ORGANIZATION OF THE BCTF

PROCEDURES

A. GENERAL

26.A.02—That the BCTF publication, *Simplified Rules of Order*, shall apply as establishing rules of order for all meetings of the federation other than the Annual General Meeting, and for all meetings of its local associations, provided that, where a local association constitution does not prescribe a figure to represent a quorum, 15 per cent of the members in good standing shall constitute a quorum. (75 AGM, p. 8)

26.A.04—That if a member, who has served as full-time table officer or as a term appointee to the federation staff, exhausts all his/her sick leave after returning to teaching, unused leave accumulation during service with the federation be automatically available, and that attendant costs be a charge against the federation. (Jan 78 RA, p. 13)

B. EXECUTIVE STRUCTURE

26.B.02—That the organizational structure of the BCTF be as follows:

1. An Annual General Meeting, made up of members of the Representative Assembly and of delegates elected by local associations on the basis of one delegate for each 0.2 per cent, or fraction thereof, of the total active membership of the BCTF who are active members of the local association.

2. A Representative Assembly, which shall consist of:

(a) Geographical representatives chosen by local associations according to the following formula:

Percentage of BCTF Membership	Number of Geographical Representatives
Less than 2.5 per cent	1
2.5 per cent to 4.99 per cent	2
5 per cent and more	3

plus 1 additional geographical representative for associations of 1,000 or more members. No local association with more than 600 members shall have fewer than 2 geographical representatives.

(b) Members of the Executive Committee as non-voting members.

3. An executive committee consisting of:

(a) The immediate past president.

(b) President, first vice-president and second vice-president — elected for one-year terms by the Annual General Meeting.

(c) Seven Executive Committee members-at-large — elected by the Annual General Meeting for two-year terms in such a manner as to ensure that at least three vacancies shall be filled at each Annual General Meeting. (85 AGM, pp. 4-5)
(77 AGM, p. 20)

26.B.04—That the three main constituent parts of the organization named above be allocated powers as follow:

1. The Annual General Meeting shall be the sovereign body of the federation. Both the Executive Committee and the Representative Assembly shall be responsible to it.

2. All powers at present vested in the Executive Committee shall continue to be so vested except as specifically allocated to the Representative Assembly.

3. The powers of the Representative Assembly shall be:

(a) to exercise budgetary control.

(b) to advise the Executive Committee on any matter concerning the welfare of the federation.

(c) to authorize or prohibit any proposal of the Executive Committee for action that is contrary to, or beyond the scope of, BCTF policy.

(d) to make reports, submissions and recommendations to the Annual General Meeting.

(e) to nominate candidates for the offices of president, vice-presidents and members-at-large of the Executive Committee.

(f) to receive full reports of all actions of the Executive Committee and its appointees, and to meet as often as required for thorough discussion of these reports.

(g) to reprimand or suspend for cause any local or provincial specialist association.

(h) to nominate persons for honorary membership in the federation.

(i) to carry out such duties and to accept such powers as shall be assigned from time to time by the Annual General Meeting.
(65 AGM, pp. 6-7)
(May 80 RA, p. 15)

C. EXECUTIVE COMMITTEE

26.C.02—That all decisions of the Executive Committee or Representative Assembly that affect the autonomy of local associations must be ratified by the next ensuing AGM before becoming BCTF policy or procedure.
(61 AGM, p. 20)
(Reviewed Nov 78 Ex, p. 8)

26.C.04—That meetings of the table officers be held as necessary and that, where possible, reports be premailed to Executive Committee members.
(Aug 73 Ex, p.3)
(Aug 76 Ex, p. 3)

26.C.06—That the table officers accept the responsibility for decisions on minor organizational and financial matters subject to subsequent full reporting and ratification by the Executive Committee.
(Aug 73 Ex, p. 3)
(Reviewed Aug 75 Ex, p. 2)

26.C.08—That the chairperson of the Executive Committee have a deliberative vote.
(Jan 74 Ex, p. 26)
(Reviewed Dec 79 Ex, p. 19)

26.C.10—That, upon request of two or more members of the Executive Committee, the vote on any motion shall be recorded by name.
(May 75 Ex, p. 2)
(Reviewed Dec 79 Ex, p. 19)

26.C.12—That the Executive Committee agenda:

1. be set by the president in consultation with the first vice-president and executive director and considering advice from committee chairpersons, Executive Committee members and staff, received prior to agenda preparation;

2. be premailed (normally the Friday preceding an Executive Committee meeting);

3. be added to or amended by formal motion;

4. be controlled as to the scheduled time of items;

5. be based on premailing of background information, working papers and reports for prestudy;

6. include items not premailed only on special resolution of the Executive Committee;

7. normally, not include recommendations from a committee or task force meeting concurrently with the Executive Committee;

8. include up to one-half hour at the beginning of the meeting to permit Executive Committee members to seek information;

9. on at least three occasions annually, provide an opportunity for a review of Executive Committee management responsibilities and, in particular Executive Committee responsibilities;

10. provide an opportunity to raise questions with divisional representatives;

11. list persons who will be present to speak to any item;

12. include the reason why an item is on the agenda — action/informational, etc.
(Aug 75 Ex, p. 2)
(Feb 78 Ex, p. 3)

26.C.14—That committee and task force chairpersons and staff be advised of the normal dates on which agendas will be set.
(Aug 75 Ex, p. 2)

26.C.16—That there be no recorded vote in open session on any personnel issue on which a secret ballot was taken while the Executive Committee was meeting "in committee."
(May 76 Ex, p. 1)

26.C.18—That after having received pertinent information from the party or parties concerned, decisions regarding requests for legal aid be dealt with in committee of the whole with only members of the Executive Committee present.
(Sept 77 Ex, p. 3)

26.C.20—That anecdotal comments be included in Executive Committee or table officer minutes only with the unanimous agreement of the meeting.
(Sept 77 Ex, p. 3)

26.C.22—That there be five-minute smoking breaks on the hour.
(Nov 79 Ex, p. 3)
(Sept 80 Ex, p. 17)

26.C.24—Procedures for Executive Committee Conference Call Meetings

(a) Executive members will be notified in advance before the date and time for conference calls and their purpose.

(b) Background information will be available to executive members by phone.

(c) Information will include: (1) agenda, (2) recommendations, (3) background.

(d) The meeting shall be run by the normal rules of order, motions shall be moved and seconded; the vote shall be taken by calling out the name of each executive member on the call.

(e) Minutes of the call shall be printed and distributed on the same basis as minutes of meetings of the Executive Committee.

(f) Minutes shall be subject to correction (not amendment) prior to adoption at the next regular meeting of the Executive Committee.
(Aug 81 Ex, pp. 5-6)

D. REPRESENTATIVE ASSEMBLY

26.D.02—That the composition and operation of the Representative Assembly be reviewed every three years.
(65 AGM, pp. 6-7)
(79 AGM, p. 31)

26.D.04—That to ensure that the intent of by-law 6.7 is adhered to:

1. a directory of duly elected geographical representatives and duly elected or appointed substitute geographical representatives be compiled each year from "credential forms" signed by presidents and secretary-treasurers of local associations;

2. only duly accredited geographical representatives or their duly elected or appointed substitutes, be granted recognition and voting privileges at meetings of the Representative Assembly and Annual General Meetings;

3. only duly accredited geographical representatives, or their duly elected substitutes, may vote the cards of their associations at the Representative Assembly.
(Jan 76 RA, p. 15)
(June 82 RA, p. 8)

26.D.06—That there be forwarded annually to each local association, after the fall session of the Representative Assembly a statement of:

1. the number of geographical representatives assigned to (a) primary level, (b) intermediate level, (c) junior secondary, (d) senior secondary, (e) junior-senior secondary, or (f) elementary-secondary level;

2. the number of GRs who are classroom teachers;

3. the number who are principals or vice-principals teaching more than half-time;

4. the number who are principals or vice-principals teaching half-time or less;

5. the number in other positions, that is (a) counsellors, (b) librarians, (c) co-ordinators, or (d) other, and the approximate percentage of time spent teaching in regular classroom situations and in other situations;

6. the number of voting cards held in each of the above categories.
(Jan 76 RA, pp. 21-22)
(June 79 RA, pp. 10-11)

26.D.08—That allocation of voting cards at the Representative Assembly be determined as follows: each local and sub-local association shall be assigned a number of voting cards equivalent to one vote for every 0.2 per cent of the total voting membership of the federation, or

fraction thereof; however, each local and sub-local association shall be assigned at least one voting card. (73 AGM, p. 60) (79 AGM, p. 31)

26.D.10—That it be left to the geographical representatives as to the number of voting cards any geographical representative may hold. (May 76 RA, p. 7) (Reviewed Oct 80 RA, p. 13)

26.D.12—That geographical representation and voting card entitlement for the Representative Assembly for the succeeding school year shall be computed on the BCTF membership figures available on March 31 each year and shall remain in force for that entire succeeding school year. (May 76 Ex, p. 17) (Reviewed Oct 80 RA, p. 13)

26.D.14—(a) The Representative Assembly shall elect two chairpersons. Wherever possible the co-chairperson not in the chair should be available to assist the chair and the meeting by providing parliamentary opinion.

(b) It will be the responsibility of the president to prepare, in consultation with the RA chairpersons and the RA Agenda Committee, the proposed agenda for Representative Assembly meetings.

(c) The chairpersons may be GRs, or they may be members of the executive, or they may be neither. In the latter case, they will be, ex officio, members of the Representative Assembly.

(d) Nothing in the foregoing shall prevent the chairpersons from handing over, from time to time, the chair to a GR or a member of the Executive Committee.

(e) The chairpersons may attend Executive Committee meetings, at BCTF expense, as observers. (May 71 RA, p. 4) (June 82 RA, p. 8)

26.D.16—That the RA elect its Agenda Committee. (Jan 79 RA, p. 25)

26.D.18—That members being nominated to the Representative Assembly Agenda Committee must already be elected as GRs for the ensuing year. (May 80 RA, p. 9)

26.D.20—(a) That the RA Agenda Committee consist of: (1) the president and the chairpersons of the RA as non-voting members; (2) five GRs, elected by the assembly at its spring meeting, as voting members.

(b) That the Agenda Committee elect its own chairperson. (June 79 RA, p. 12)

26.D.22—That the nominating committee for the RA Agenda Committee list the names of the candidates, the local associations they are from, and the years they have served as GRs. (June 79 RA, p. 12)

26.D.24—That all business sessions be non-smoking sessions. (Oct 78 RA, p. 2)

26.D.26—That the Representative Assembly adopt the following rules of order regarding the right to attend and speak:

1. All members of the BCTF shall have the right to attend and speak to the meeting.

2. The right to speak shall be on recognition of the chair and obtained by standing at one of the microphones. The only exception shall be with points of privilege and order. Every person shall identify himself/herself when granted recognition by the chair.

3. The chair shall, in recognizing speakers, have the right to deviate from the order in which persons seek recognition to present a speaker or speakers to present a contrary point of view from that of those who have already spoken.

4. No speaker shall, without the consent of the delegates, speak more than once or for longer than five minutes on each motion. This rule shall not deprive the mover of the right to close debate.

5. Asking and answering questions shall not constitute speaking to a motion.

6. Questions and answers thereto shall be directed through the chair. (Jan 79 RA, p. 11) (June 82 RA, p. 8)

26.D.28—That business to be dealt with by the Representative Assembly shall be classified as "regular business," "emergent business," and "new motions." (Jan 79 RA, p. 11)

26.D.30—That "regular" business include all agenda items submitted to the Agenda Committee by the Executive Committee, local associations, district councils or GRs, and received at the BCTF office no later than three weeks prior to the beginning of the assembly. (Jan 79 RA, p. 11)

26.D.32—That to be acceptable for debate by the Representative Assembly as "emergent," proposed agenda items must meet the following criteria:

1. The topic is one that must be dealt with by the RA.

2. The topic is one that can't wait until the next meeting of the RA.

3. The matter arose subsequent to the deadline for receipt of agenda items. (Jan 79 RA, p. 11)

26.D.34—That the procedure for handling "emergent" business shall be:

1. The proposed agenda items shall be submitted to the RA Agenda Committee.

2. The Agenda Committee will present under the first item on the agenda (adoption of the agenda) a list of the proposed "emergent" agenda items.

3. When it adopts the agenda for the meeting, the assembly will decide by majority vote which of the items it will include under the "emergent business" heading on the agenda.

4. Motions to place any of the "emergent" items elsewhere on the agenda will be in order only after the agenda has been adopted. Because such motions will have the effect of amending the agenda as adopted, they will require a two-thirds majority vote. (June 79 RA, p. 12)

26.D.36—That to be acceptable for debate by the Representative Assembly as "new," a motion must meet the following criteria:

1. It arises directly out of the debate on an item of business scheduled on the agenda.

2. It is a substantive motion rather than a procedural one.

3. It has not been circulated to members of the assembly.

4. It is one that could not have been submitted to the Agenda Committee as "regular" or "emergent" business. (Jan 79 RA, pp. 22-23)

26.D.38—(a) That when a "new" motion arises spontaneously during a session of the RA, it shall be displayed or distributed to members of the assembly. The chairperson may, with the consent of the meeting, suspend this rule if the motion clearly deals with a matter of urgent concern that was not evident early enough for this rule to be applied.

(b) It shall be the responsibility of the Agenda Committee to indicate to the RA whether or not the committee believes the assembly could reasonably have expected the "new" motion to have been submitted as "regular" or "emergent" business.

(c) The motion shall be debated only with the consent of the meeting expressed by majority vote on a procedural motion to accept the motion for consideration. The motion for consideration shall not be proposed until the new motion has been displayed or distributed to the assembly, and shall be debatable only as to the acceptability of the "new" motion for consideration.

(d) All "new" motions shall be included, in the order they are received, under the penultimate heading on the agenda, "New Motions."

(e) If, when the assembly adjourns, it has not considered a "new" motion, that motion shall die — that is, it shall not be considered to be unfinished business of the assembly. (June 79 RA, pp. 12-13)

26.D.40—That a member calling for a count will do so from a microphone after properly identifying him/herself. (Jan 81 RA, p. 2)

26.D.42—(a) That a request for a roll call vote must precede any vote on the motion concerned.

(b) That a roll call vote shall be taken on any motion if geographical representatives holding at least 20 per cent of the voting cards indicate that they want such a vote. (Jan 77 RA, p. 4) (Jan 79 RA, p. 11)

26.D.44—*Nominating procedures*

1. Annually, at its fall session, the Representative Assembly will appoint a chairperson of the Nominating Committee.

2. The Representative Assembly will act as a Nominating Committee.

3. Procedures for establishing a list of candidates:

(a) Nominations shall be submitted to the Nominating Committee chairperson by the last day of the winter RA;

(b) Names shall be added only with prior consent of the individual concerned;

(c) The list of candidates shall consist of the names of active members submitted in writing by local associations, district councils or 10 members in good standing;

(d) Names received before the winter RA will be announced at the commencement of the winter RA.

4. The names of nominees received by the last day of the winter RA will be published in AGM Reports and Resolutions, the pre-AGM issue of the *BCTF Newsletter* and the AGM program. Nominations received later will not be accorded this service. (76 AGM, pp. 74-75) (June 82 RA, p. 9)

26.D.46—That to fulfil the requirement of by-law 6.10, the RA shall:

1. approve a budget that will meet the financial objectives of the federation;

2. ensure that significant shifts in resources are consistent with priorities set by the AGM;

3. approve the creation, continuance, expansion or curtailment of programs. (June 79 RA, p. 13)

26.D.48—That alternate geographical representatives who request it shall be added to the BCTF Representative Assembly mailing list. (Jan 79 RA, p. 33)

26.D.50—That the Representative Assembly receive documentation concerning legal aid requests or decisions only through formal motion by the Executive Committe and/or Representative Assembly. (Jan 78 RA, p. 15)

26.D.52—That information and/or action reports that are submitted to the Executive Committee be sent to the Representative Assembly with the following exceptions:

1. reports designated as working drafts, provided the report as amended is forwarded to the RA, or the EC minutes fully reflect the content of the working draft;

2. curriculum vitae and other documentation in support of applications for committee and task force positions pursuant to by-law 5.6, for nominations or appointments to outside agencies, or for staff positions pursuant to by-law 5.8 and 5.9.

Note: See also statement 37.14

26.D.54—That an important function of all geographical representatives be to exchange and interpret information between the BCTF office and local associations. (85 AGM, pp. 5-6) (76 AGM, p. 71) (Reviewed Oct 80 RA, p. 13)

26.D.56—That the scrutineers at the RA be selected from duly accredited GRs or alternate GRs. (June 82 RA, p. 10)

E. COMMITTEES, TASK FORCES AND REPRESENTATIVES TO OUTSIDE AGENCIES

26.E.02—That the Executive Committee define and approve terms of reference for all committees and task forces, and review same at least triennially. (Aug 78 Ex, p. 40)

26.E.04—That no task force or committee be struck until its terms of reference have been defined and approved by the Executive Committee. (Aug 78 Ex, p. 40)

26.E.06—That when a task force is established, it be given a time limit of no more than two years for preparation of a final report. (Oct 78 Ex, p. 14)

26.E.08—(a) That membership on the Policies and Procedures Committee be limited to BCTF members residing in the Lower Mainland.

(b) That any BCTF member be eligible to serve on any other BCTF committee or task force. (Feb 80 Ex, pp. 2-3) (Mar 81 Ex, p. 12)

26.E.10—Procedures for recruiting BCTF committees and task force personnel:

1. Vacancies on committees and task forces should normally be given widespread publicity throughout the membership of the BCTF.

2. Nominations be received from local associations, provincial specialist associations, geographical representatives, members or groups of members.

3. Each nominee be required to submit a curriculum vitae form that includes:

(a) educational background;
(b) an outline of teaching experience;
(c) an outline of BCTF (including local association) experience;
(d) a statement of why he/she wishes to serve in the specific position;
(e) names of two references.

4. Curriculum vitae forms be confidential, but the fact that a person has expressed a willingness to serve not be confidential.

5. In province-wide committees and task forces, attempts be made to make appointments representative of all areas of the province. To assist in achieving this objective, committees and task forces may add non-voting corresponding members.

6. Appointments normally be made after receipt of a report to the executive from a short-listing committee consisting of the president, at least one other table officer, the general secretary or his/her designate and the chairperson, where applicable.

7. In filling committee and task force vacancies regular electoral processes be followed (more than 50 per cent).

8. (a) When a co-ordinator's position becomes available in a particular area, the BCTF write to all local association presidents and, where applicable, district councils, within that area indicating that the position is open and soliciting applications.

(b) (i) That on or before March 15 of the year in which the term of a regional co-ordinator expires, or immediately upon receipt of the resignation of a regional co-ordinator, the presidents, respective chairpersons and teachers of the affected local associations be notified of the impending vacancy.

(ii) The Executive Committee normally appoints co-ordinators to the Agreements, Learning Conditions and Professional Development Advisory Committees from members nominated by at least one local association or district council within the designated region, such nominations to be made by the local executive committee, representative assembly or general meeting, or the district council only.

(iii) That the names and curriculum vitae of persons nominated for co-ordinator positions be sent to local associations and the district council in the affected region, with each given the opportunity to recommend who among the nominees should be appointed; such recommendation from local associations is to be made by the local executive committee, representative assembly, or general meeting.

(iv) When more than 50 per cent of the local associations within a region nominate the same person and no other nominations are received, the Executive Committee normally appoint that person.

(c) That when any regional co-ordinator is appointed, the district council (if any) and all local associations in the region be notified of the appointment.

9. The Agreements, Learning Conditions and Professional Development Advisory Committees consist of co-ordinators nominated from regions or zones designated by the Executive Committee.

10. (a) The normal term of appointment shall be three years, except where one- or two-year appointments are made to ensure that approximately one-third of committee task force members are appointed each year.

(b) Except by special resolution of the Executive Committee, no person serve more than two consecutive terms, including any service as chairperson.

11. All members of committees whose terms expire and who are eligible for reappointment be notified of the need to reapply if they wish to serve again. (Aug 78 Ex, pp. 40-41) (Mar 81 Ex, p. 5)

26.E.12—That committees-task forces annually select a chairperson/chairpersons from the membership of the committee/task force at a meeting after July 1. (Aug. 78 Ex, p. 41)

26.E.14—That, in the event a BCTF committee or task force is unable to select a chairperson, the Executive Committee shall decide who shall be chairperson. (Aug 78 Ex, p. 41)

26.E.16—That committee and task force chairpersons serve on a voluntary basis. (Aug 78 Ex, p. 41)

26.E.18—That members of the Executive Committee normally not serve as chairpersons of BCTF committees or task forces. (Aug 78 Ex, p. 41)

26.E.20—That the first vice-president normally assume a major responsibility in the work of a particular committee(s) or task force(s) as a member. (Aug 78 Ex, p. 41)

26.E.22—That printed guidelines and terms of reference for the guidance of committee and task force members be mailed out to these members: (a) on appointment, and (b) at least once each year to continuing members. (Aug 78 Ex, p. 41)

26.E.24—That committees and task forces annually review pertinent policy and procedure statements, by-laws and terms of reference. (Nov 78 Ex, pp. 9-10) (Aug 78 Ex, p. 38)

26.E.26—(a) That the reports and recommendations of all Executive-appointed committees and task forces be submitted to the Representative Assembly and Annual General Meeting only through the Executive Committee.

(b) That, in the event that the Executive Committee does not endorse, or substantially changes, any of the recommendations from a BCTF committee or task force, the Executive Committee shall, upon the request of a committee or task force, make an annotation in the report of the Executive Committee to the Representative Assembly and/or Annual General Meeting.

(c) That all committees and task forces be requested to keep their reports to the Executive Committee and/or Representative Assembly as concise as possible, emphasizing general matters of policy or procedure rather than details.

(d) That the deadline for submission to the BCTF office of reports for the Executive Committee be the Tuesday of the week before the Executive Committee's meeting.

(e) That the reports of all committees and task forces to the Executive Committee consist of two parts:

1. recommendations, together with supporting statements, and
2. additional information

(f) That committees and task forces be encouraged to distribute minutes of their meetings no later than one week following a meeting. (Nov 76 Ex, pp. 8-9) (Aug 78 Ex, pp. 38 and 41-42)

26.E.28—That committees and task forces obtain Executive Committee approval before soliciting funds from any outside organization, and that no committee or task force may solicit funds from local associations. (Aug 78 Ex, p. 38)

26.E.30—That requested committee bulletins or minutes be sent on a regular basis until the following September 30, but that other documents not be distributed on a regular basis. (Oct 78 Ex, p. 12)

26.E.32—That with the exception of committees/task forces dealing with personnel matters, any member may, at his/her expense, attend committee/task force meetings. (Dec 78 Ex, p. 2)

26.E.34—That any member making a scheduled presentation at a committee/task force meeting may enter debate on that presentation. (Dec 78 Ex, p. 2)

26.E.36—That any member may enter debate at a committee/task force meeting with the agreement of the meeting. (Dec 78 Ex, p. 2)

26.E.38—The federation both appoints representatives to outside agencies (these representatives promote the objectives of and are responsible to the BCTF), and nominates representatives to outside agencies that make the appointments (these representatives safeguard the interests of BCTF members, may not always have the opportunity to actively promote BCTF objectives, and are responsible to the agencies). (Aug 78 Ex, p. 38)

26.E.40—BCTF Representatives to Outside Agencies

(a) The Executive Committee decides whether or not the BCTF shall appoint or nominate representatives to outside agencies, what process shall be followed in making appointments or nominations, and the term of appointments.

(b) Before appointing or nominating representatives, the following information shall normally be obtained and included in any posting:

1. the terms of reference of the group;
2. the time frame of the group;
3. the expected frequency of meetings of the group;
4. the reporting lines of the group.

(c) In appointing or nominating representatives to outside agencies, the Executive Committee may

1. post province-wide; or
2. post regionally; or
3. solicit names from local association presidents, PSA officers, etc.; or
4. appoint without posting; e.g., Executive Committee members, committee members and task force personnel, staff members; or
5. authorize BCTF committees/task forces and/or PSAs to make appointments or nominations from among their own members; or
6. authorize BCTF committees/task forces and/or PSAs to post positions and make appointments or nominations from among the nominees.

(d) When circumstances dictate, the president and/or first vice-president and/or executive director may make appointments on an interim basis subject to review by the Executive Committee, and in making such appointments, may solicit names.

(e) When positions are posted:

1. nominations be accepted from local associations, provincial specialist associations, district councils, GRs, members or groups of members;
2. nominees be required to submit curriculum vitae forms.

(f) Those who are appointed or nominated by the BCTF:

1. shall have demonstrated familiarity with and support for BCTF policy;
2. be encouraged to seek advice from BCTF officers concerning proposals that appear to deviate from BCTF policy;
3. be prepared to make recommendations that would assist in developing policy.

(g) Those who are appointed:

1. regularly submit reports to the BCTF;
2. shall, when there is more than one representative to the same agency, be permitted to meet together with BCTF staff at BCTF expense to prepare reports and consider recommendations.

(h) Except by special resolution of the Executive Committee, no person serve more than two consecutive terms on any one group.

(i) Any BCTF active member in good standing be eligible to serve on provincial advisory committees.

(j) All BCTF representatives to ministerial committees in the area of professional development be short-listed by the PDAC and PSA representatives for recommendation to the Executive Committee for final decision. (Aug 78 Ex, pp. 38-39) (Aug 78 Ex, pp. 42-43)

26.E.42—That the special members to the BCTF Assistance Society be from the Lower Mainland. (Mar 81 Ex, p. 5)

26.E.44—That the following principles be endorsed for the governance of BCTF participation on ministry policy committees:

(a) teacher representatives are of the organization not from the organization;

(b) BCTF names representatives, the minister does not choose from a list;

(c) ministry choice from membership-at-large is not acceptable. (May 81 RA, p. 16)

26.E.46—That the BCTF advertise, shortlist and nominate BCTF members as possible members of ministry curriculum committees only if the ministry agrees to use the BCTF as the sole means of obtaining its nominations of BCTF members (May 81 RA, p. 17)

F. LOCAL ASSOCIATIONS

Note: See section 11.D for grants to local associations.

26.F.02—That no new associations be formed with a membership of fewer than 20 and any existing local association whose membership falls below 12 be discontinued. (Oct 69 Ex, p. 9) (June 80 Ex, p. 12)

26.F.04—That no further separation of local associations within any one school district be approved. (Jan 64 Consultative, p. 4) (Reviewed 78 AGM, p. 41)

26.F.06—That local associations be encouraged, when preparing their local association budgets, to provide a budget item for "time off" for the local association president. (June 76 Ex, p. 8) (Reviewed June 80 Ex, p. 13)

Note: See also statement 11.D.34.

26.F.08—That, pursuant to by-law 3.1, the executive has a duty to advise each local association on the constitution adopted. (Jan 66 Ex, p. 2) (Nov 74 Ex, p. 6)

26.F.10—(a) It shall be the function of local associations to make representations to appropriate boards of school trustees concerning matters that affect the welfare of the members of the association and to

make representations to the BCTF about matters deemed to concern the welfare of teachers generally.

(b) It shall be the function of the BCTF to make representations about matters concerning the welfare of its members to any authority or agency whose powers are such as to affect the welfare of the profession as a whole.

(c) It shall not be the right of any member to make representations to any authority or agency outside the BCTF on any matter that is properly the concern of the local association or the BCTF.

(d) It shall not be the right of any association to make representations on any matter that is properly the concern of the BCTF. (63 AGM, p. 4) (Reviewed Jan 76 Ex, p. 23)

26.F.12—(a) That the BCTF encourage local associations to include their public relations officers as voting or non-voting members of their executive committees. (53 AGM, p. 4) (Reviewed Dec 79 Ex, p. 15)

26.F.14—That within any school district that includes communities isolated geographically from the main centre of population in which the school district administrative officers are located, the local association be urged to make provision within its constitution for the formation and operation of sub-local associations in each of the separate communities wherein 10 or more members of the association teach. (71 AGM, pp. 30-31) (Reviewed Jan 76 Ex, p. 23)

26.F.16—(a) That it shall be the function of a sub-local of a local association to provide a forum through which members of the sub-local may consider, debate and vote on matters about which the local association will make or may make representation to appropriate boards of school trustees.

(b) That it should be the right of a sub-local to function as a local association in all matters that do not require representations to a board of school trustees, including the right to submit resolutions directly to an Annual General Meeting and to elect delegates to an Annual General Meeting on the basis of one delegate for each 0.2 per cent, or fraction thereof, of the total active membership of the BCTF who are active members of the sub-local. The delegates so named shall be elected by the local association as its official delegates. (71 AGM, p. 32) (Reviewed Jan 76 Ex, p. 23)

26.F.18—That local associations be encouraged to elect at or before their May meetings their table officers and geographical representatives, the chairpersons of their agreements, learning conditions, status of women and professional development or in-service education committees and their district council representatives. (Oct 56 Ex, p. 5) (Reviewed Dec 79 Ex, p. 19)

26.F.20—That when BCTF intervention becomes necessary in teacher-school board disputes, the BCTF keep the president of the local association informed on developments, such information being treated as confidential. (60 AGM, p. 14) (Reviewed Dec 79 Ex, p. 15)

26.F.22—That clear-cut liaison procedures be established so that local associations can provide the BCTF office with full information regarding teaching conditions in each area so that such information is quickly available to teachers wishing to apply for positions. (61 AGM, p. 21) (Reviewed Dec 79 Ex, p. 15)

26.F.24—That local associations be urged to organize and assist such special interest groups as specialist associations, departments or sections responsible to the local association. (Oct 64 Ex, p. 21) (Jan 76 Ex, p. 29)

26.F.26—That each local association be encouraged to appoint a local professional development committee to offer advice and to stimulate programs in such areas as in-service education, curriculum design and implementation, and school buildings, facilities and grounds; to help co-ordinate the activities of PSA chapters; and, where applicable, to work through its regional professional development co-ordinator with the provincial Professional Development Advisory Committee. (74 AGM, pp. 22-23)

26.F.28—That local associations be requested to submit to the BCTF copies of their annual balance sheet and statements of income and expenses or copies of their statements of receipts and disbursements, plus bank certifications of the year-end bank balances. (May 75 Ex, p. 5) (Mar 77 Ex, p. 11)

26.F.30—That each local association be encouraged to make an annual budget presentation to its school board. (Feb 78 Ex, p. 18)

26.F.32—That each local association be encouraged to: (1) elect one person to act as a contact with the Task Force on Racism; (2) assist that person in working toward the elimination of racism in the schools. (77 AGM, p. 18)

26.F.34—That the BCTF encourage each local and sub-local association to provide a minimum of 20 per cent release time for its president or other officer, to improve their effectiveness in dealing with local and provincial programs. (May 77 RA, p. 20)

G. OFFICE PROCEDURES

26.G.02—BCTF member and school records are for internal use—that is, to serve organizational objectives and meet statutory requirements. "Internal" is defined as BCTF staff, Executive Committee, Representative Assembly, committees and task forces; local association executive committees; provincial specialist association executive committees; the Retired Teachers' Association; the Teacher Qualification Service.

Exceptions to this policy shall be: (1) the Teachers' Investment and Housing Co-operative and the B.C. Teachers' Credit Union, which may purchase member name and address lists and/or labels on the condition that no other organization or individual is permitted access to the information; (2) the Ministry of Education. (Oct 78 Ex, pp. 2-3)

26.G.04—That increased emphasis be given to the co-ordination of printing preparation and production facilities. (June 77 Ex, p. 13)

H. STAFF

26.H.02—That prior to making a decision to post an administrative staff position, the Executive Committee consider a position description and an outline of duties, qualifications and experience. (Nov 76 Ex, p. 12)

26.H.04—(a) That the federation endeavor to establish and maintain a representative balance of males and females on the BCTF staff.

(b) That advertisements for BCTF staff positions state that "female and male applicants are encouraged to apply." (82 AGM, p. 30)

26.H.06—That in an endeavor to establish and maintain a representative balance of males and females on the BCTF administrative staff, hiring practices for such positions shall include:

1. interviewing a significant number of women;

2. giving particular consideration to potential as well as proven abilities of female candidates. (78 AGM, pp. 13-14, 36-37) (82 AGM, p. 30)

26.H.08—That the Executive Committee (a) hire/fire the executive director; (b) confirm/deny recommendations from the executive director concerning hiring/firing of other administrative staff. (Aug 78 Ex, p. 19)

26.H.10—That no task force or committee be represented on the screening committee for short-listing of staff positions. (Oct 76 Ex, p. 16)

26.H.12—That the Executive Committee ensure that there be at least one woman on all short-listing committees for professional staff and that all members of short-listing committees be requested to short-list the most qualified candidates, but with special attention to correcting the present male/female imbalance on the professional staff. (Dec 77 Ex, p. 9)

26.H.14—That in making appointments to the BCTF administrative staff, the Executive Committee should attempt to establish an appropriate balance between continuing and term appointments. (Mar 76 Ex, p. 11)

26.H.16—That the concept of part-time continuing appointments to the federation's administrative staff be endorsed. (Dec 78 Ex, p. 14)

26.H.18—That whenever possible, BCTF administrative staff appointees have recent teaching experience in a Canadian public school system. (Jan 79 Ex, pp. 16-17)

26.H.20—That, on occasion, persons be hired as staff persons to work with particular committees or in areas of particular concern for a period of time. (Dec 74 Ex, p. 11) (Reviewed Dec 79 Ex, p. 19)

26.H.22—That all applicants for staff positions be provided with a copy of the position description and an outline of duties, qualifications and experience, and be informed of the procedure and schedule that will be followed in making the appointment, including information that

references may be checked, and that additional information may be sought and/or considered. (Nov 76 Ex, p. 18)

28.H.24—That the procedure to be followed in consideration of the continuation of a staff appointment be:

1. in committee, to hear the evaluation report through the executive director, and the counter report, if any, of the staff person concerned;

2. decision by the Executive Committee by secret ballot. (May 78 Ex, p. 25)

28.H.26—That:

1. the Executive Committee establish standards of performance for the executive director, and assess his/her performance against them;

2. the executive director establish standards of performance for each director (task area leader), and assess his/her performance against them;

3. each director (task area leader) establish standards of performance for each assistant director (task area member), and assess his/her performance against them.

Standards of performance be established insofar as possible on the basis of agreement between the parties, and that such agreement be documented in advance of the assessment period. (Aug 78 Ex, p. 19)

28.H.28—On principle, the Executive Committee does not favor the provision of severance pay in the event of voluntary resignation of a BCTF staff member prior to retirement. (Aug 69 Ex, p. 3) (Reviewed Dec 79 Ex, p. 19)

28.H.30—That a copy of the current salary agreements between the federation and its administrative and/or non-administrative staff be available to any member on request. (June 70 Ex, pp. 12-13) (Reviewed Dec 79 Ex, p. 19)

28.H.32—That once policy has been formally adopted by the Executive Committee, Representative Assembly or Annual General Meeting, it is the responsibility of any member of staff to explain and support that policy before the members of the general public. (May 77 Ex, p. 9)

28.H.34—That where policy exists or does not exist it is the responsibility of any member of staff to take the initiative in analyzing situations, in anticipating changes in the internal and external environment, in exploring and exposing all the possible alternatives on any given issue and developing alternative programs of action for consideration by both advisory and decision-making bodies of the federation. (May 77 Ex, p. 10)

28.H.36—That the BCTF have at least one person on staff who is fluent in both official languages. (Jan 78 RA, p. 15)

28.H.38—That the BCTF staff be provided the right of due process that the BCTF seeks for its own members. (Jan 79 RA, p. 3)

28.H.40—That these rights of due process be established through a collective bargaining process between the Executive Committee and the Professional Staff Association. (Jan 79 RA, pp. 14-15)

28.H.42—That the BCTF shall not dismiss or discipline an employee except for just and reasonable cause. (Nov 79 Ex, p. 4)

28.H.44—That the following elements are a necessary minimum to establish "just and reasonable cause":

1. The nature and details of the job must be outlined to and clearly understood by the employee.

2. Performance on the job must be analyzed in a rational manner — that is, be based on sound evaluation.

3. Should the employer perceive shortcomings in the employee's work, the employee must be informed in plain terms, of the specific manner in which his/her performance is considered to be lacking.

4. A proposal for rectification must be presented to the employee, coupled with an explanation that should he/she fail, over a specified period, to meet the standards required, he/she may be dismissed.

5. That the employee shall be provided with a process to appeal a decision to dismiss. (Nov 79 Ex, pp. 4-5)

28.H.46—That an on-going objective of the federation's deployment of staff be an increasing amount of staff time devoted to the general support of local association programs at the local level. (Jan 80 Ex, p. 6)

28.H.48—That the federation is prepared to enter into agreements with its employee associations concerning salaries, fringe benefits, and working conditions arrived at through a collective bargaining process. (Jan 80 Ex, p. 11)

28.H.50—That the executive director not be a member of the Professional Staff Association bargaining unit. (May 80 Ex, p. 13)

28.H.52—That the Executive Committee support in principle the concept of developing in consultation with the Professional Staff Association procedures to address issues of concern to either party or both parties. (June 81 Ex, p. 5)

27. PART-TIME TEACHING

POLICIES

27.01—*That the Ministry of Education should broaden the regulation governing certification to provide for the recognition of part-time teaching as a legitimate route to permanent certification, and that, where a teacher has opted for a part-time teaching assignment, he or she be permitted a period of six years to accumulate the necessary equivalent two years of satisfactory service, provided that during the period the candidate completed successfully one year of full-time teaching.* (Mar 74 Ex, p. 10)

27.03—*That the Minister of Education should:*

1. revise section 119 of the School Act to provide for the expressed recognition of continuing appointments for part-time teaching assignments, and

2. restrict School Act regulation 74 so that a teacher may not be appointed to the same temporary position for two consecutive years or parts thereof. (Dec 73 Ex, p. 3)

PROCEDURES

27.02—That local association agreements committee chairpersons be reminded regularly of the need to ensure that adequate protective clauses for part-time teachers are included in the local agreement, and further, that teachers employed on a part-time basis be informed of their rights to participate in the various fringe benefits provided by the agreement. (Dec 73 Ex, pp. 2-3)

27.04—That local association presidents be advised annually of the importance of checking the documentation made available to part-time teachers by district superintendents or secretary-treasurers to ensure that such teachers are informed of their pension rights. (Dec 73 Ex, p. 3)

27.06—That the BCTF, using various media and communication channels that it has both with its own members and the public, promote the creative utilization of part-time teaching personnel. (Dec 73 Ex, p. 3)

28. PENSIONS

Note: See also statement 27.04.

POLICIES

28.01—*Pensions Policy*

A. Pension Goal

That the BCTF goal in pensions be the attainment of a service-based pension plan that will maintain the relative economic status of teachers and/or their designated heirs following retirement, disability or death.

B. Pension Objectives

That the BCTF confirm the following:

Basic Pension Plan

1. That benefits from the B.C. Teachers' Pension Plan be:

(a) At least equal to the pension benefits provided in the public and private sectors in Canada.

(b) Vested.

(c) Based on service.

(d) Based on salary earned.

(e) Integrated with the Canada Pension Plan.

2. That there be choice of a nominee eligible to receive a refund or a guarantee of pension payment.

3. That there be no discrimination on the basis of sex or marital status in the eligiblity for, or the calculation of, single life allowances or their equivalents.

Reinstatement

4. That reinstatement of past teaching service be permitted.

Portability/Purchase

5. That there be portability between pension jurisdictions based on the transfer of pensionable service and the principle that the exporting jurisdiction accept its share of the pension costs.

6. That there be provision for:

(a) Purchase of service from other jurisdictions in which portability agreements do not exist.

(b) Purchase of service while on leave of absence.

(c) Purchase of military service.

Group Disability Plans

7. That periods of time when teachers are in receipt of benefits from approved group disability plans be recorded as pensionable service and that salary recorded for pension calculation purposes during such period of absence be subject to escalation.

Existing Pensions

8. That allowances currently being paid be adjusted by recalculation to conform with changes in the Teachers' Pensions Act when such changes create significant disparities in allowances but that no allowance be reduced.

9. That pension benefits in payment be adjusted on a regular basis to maintain the relative purchasing power of the pension.

10. That there be no restrictions on earnings by pensioners except those necessary to prevent the abuse of the right to retire before attainment of maximum age.

Fund Financing

11. That the level of the fund for the basic pension benefits be the "Intermediate Funding Level" as defined in the 1974 actuarial valuation (i.e., sufficient assets to finance the value of the basic pension benefits for new employees over their working lifetimes, to pay the interest charges on the unfunded liability and to keep the unfunded liability as a constant percentage of future payrolls).

12. That the contribution rate for teachers to the Teachers' Pensions Fund and the Canada Pension Plan total not more than 6.5 per cent to finance the basic pension benefits.

13. That the contribution rate for the provincial government to finance the basic pension benefits be the difference between the teacher contributions and the amount necessary to meet the "Intermediate Funding Level," and be at least equal to the teacher contributions.

14. That the provincial government continue to guarantee payment of pensions.

15. That periodic valuations be made of the B.C. Teachers' Pensions Fund.

16. That the contribution rate of teachers and government to finance the indexed supplements on a terminally funded basis be one per cent each.
(75 AGM, p. 62)
(79 AGM, p. 33)

Notes: (a) The actual definition of "Intermediate Funding Level" in the 1974 actuarial valuation report is as follows:

"This level of funding expresses employer contributions as a constant percentage of future payrolls which finance the value of the benefits of new employees over their working lifetimes and maintains the unfunded liability as a constant percentage of future salaries provided the actuarial assumptions on which recommended employer contributions are based are realized."

(b) The 1977 actuarial valuation report clarifies this further by calling the intermediate level of funding by the title Level Contribution Funding, and then defines it as follows:

"Level contribution funding expresses employer contributions as the constant percentage of future payrolls which, together with the future employee contributions and income from the existing fund, will finance all the future benefits of the system. This constant percentage equals the percentage of payrolls needed to finance benefits of new employees over their working lifetimes plus the percentage of payrolls needed to maintain the unfunded liability as a constant percentage of payrolls (approximately) provided the actuarial assumptions on which the contributions are based are realized."

(c) This latter definition does not vary from the principle behind the funding level but does state the funding level in clearer terms.

28.03—*That the BCTF seek a change in legislation to permit normal retirement between ages 55 and 60 with a two per cent formula and escalation when age plus service equals 85.* (Oct 75 Ex, p. 5)

28.05—*That the BCTF seek a change in legislation to remove the 10-year limitation on the right to reinstate when a person has not taken a refund of earlier contributions.* (Jan 76 Ex, p. 8)

28.07—*That any member who is on approved leave to obtain further educational qualifications should have the right to make double contributions to the Teachers' Pension Fund to enable that teacher to count the time on leave as pensionable service.* (Oct 78 RA, p. 11)

28.09—*That there should be no compulsory retirement age.*
(80 AGM, p. 30)

PROCEDURES

28.02—That local agreements committees be encouraged to negotiate provisions whereby school boards would make the necessary contributions to the Teachers' Pensions Fund for teachers on parenthood and/or maternity leave of absence. (77 AGM, p. 15)

29. POLITICAL ACTION

PROCEDURES

29.02—That the staff of the Government Division, supplemented by other staff and political officers as appropriate, and with minimum purchase of outside assistance perform the services necessary to provide an effective "presence" in Victoria. (May 79 Ex, p. 7)

29.04—That the BCTF continue its practice of commending or criticizing government education programs and/or the educational programs of other political parties. (Dec 71 Ex, p. 7)
(Reviewed Dec 79 Ex, p. 18)

29.06—That the BCTF and its local associations take political action aimed at enhancing education program quality and equality of access to educational programs. (82 AGM, p. 17)

29.08—(a) That local associations be encouraged to develop political action programs so that the concerns of teachers on educational issues will be known to candidates and to those elected to local, provincial and federal governments.

(b) That the political action program should be a responsibility of the local executive committee or of a special political action committee established by the association. (78 AGM, p. 30)
(Reviewed Dec 79 Ex, p. 18)

29.10—That the role of the Executive Committee and staff will be to provide support in the form of research, assistance on tactics and strategies, organizational and administrative assistance, advice on publicity and any other support deemed necessary in each local.
(72 AGM, p. 7)
(78 AGM, p. 31)
(Reviewed Dec 79 Ex, p. 18)

29.12—That local associations be permitted the use of the BCTF mailing services without charge for the purpose of promoting interest in school board elections and/or referenda. (Jan 73 Ex, p. 11)
(Reviewed Nov 74 Ex, p. 4)

29.14—That the BCTF encourage local associations to sponsor questionnaires to school board, provincial and federal election candidates, such questionnaires being:

(1) designed to elicit both the party and the personal attitude of candidates to educational matters;

(2) delivered to the candidates as much in advance of the election as possible, so that candidates may give them mature consideration and so that local associations may be enabled to distribute a public report on candidate responses. (June 67 Ex, p. 2)
(Reviewed Nov 74 Ex, p. 4)

29.16—That the BCTF encourage local associations to hold all-candidate meetings where attention may be drawn to educational matters. (June 67 Ex, p. 2)
(Reviewed Nov 74 Ex, p. 4)

29.18—That local associations be encouraged to urge qualified people to run for school board positions. (69 AGM, p. 18)
(Reviewed Nov 74 Ex, p. 4)

30. POST-SECONDARY EDUCATION

A. COMMUNITY COLLEGES

POLICIES

30.A.01—*That provision should be made for three basic kinds of institutions of higher learning in B.C.: (1) universities offering both undergraduate and graduate degree programs; (2) four-year colleges offering baccalaureate degree programs; (3) comprehensive two-year colleges offering lower-division liberal arts and a wide variety of diploma and certificate programs.* (69 AGM, p. 30)
(71 AGM, p. 38)
(Reviewed Mar 79 Ex, p. 9)

30.A.03—*That two-year colleges should not be permitted to prepare students for direct entry into teaching.* (63 AGM, pp. 3-4) (74 AGM, p. 38) (Feb 79 Ex, p. 11)

30.A.05—*That the BCTF supports the position that entrance requirements to post-secondary educational institutions should be less restrictive.* (June 79 Ex, p. 12)

30.A.07—*That the prerequisites for entrance to university should be:*

1. senior secondary school graduation;

2. a C+ average in the following 10 courses: English 11, English 12, Social Studies 11, Algebra or Mathematics 11, a Science 11, and four courses of the student's choice, three of which must be numbered 12, from the secondary school curriculum. (June 78 Ex, pp. 17 & 31)

30.A.09—*That the provincial government should provide for vocational education through integrated colleges rather than through institutions of a strictly technical nature.* (Jan 64 Consultative, pp. 1-2) (74 AGM, p. 38) (Reviewed Feb 79 Ex, p. 12)

B. UNIVERSITIES AND FACULTIES OF EDUCATION

POLICIES

30.B.01—*That post-secondary institutions should consult with and notify the BCTF and the Ministry of Education well in advance of any proposed changes in any entrance regulations.* (63 AGM, p. 14) (72 AGM, p. 12) (Reviewed Dec 77 Ex, p. 12)

30.B.03—*That the BCTF believes that the disadvantages to students inherent in any plan of nationwide examinations far outweigh any possible advantages.* (May 68 Ex, p. 7) (Feb 79 Ex, p. 12)

30.B.05—*That the BCTF support the hiring of foreign academics in Canadian universities and colleges only after exhaustive search for similarly qualified Canadians has been made.* (71 AGM, p. 49) (Reviewed Dec 77 Ex, p. 12)

31. PROFESSIONAL DEVELOPMENT

A. GENERAL

POLICIES

Note: The 1979 AGM approved statement 31.A.01 in principle.

31.A.01—*Definition of Professional Development*

Professional Development consists of programs, services and activities designed to build and strengthen a body of professional teachers.

Purpose of Professional Development

The purpose of professional development is to assist teachers:

1. in building and strengthening themselves as a body of professional teachers;

2. in establishing a client relationship with students/parents;

3. in developing, continually revising and disseminating educational theories that will be applied to the practice of teaching;

4. in initiating curriculum and instructional development directed to improving education;

5. in providing continuing education services that improve the quality of teaching;

6. in initiating and implementing programs for members of the teaching profession to provide educational services outside the public school system. Examples are teaching teachers, offering tutorials, preparing educational programs for television and radio, publishing books and journals, preparing materials for classrooms, offering adult education programs and operating schools or other educational services under the direct auspices of the profession. (79 AGM, p. 36)

31.A.03—*(a) That a major goal of the BCTF is to co-operate in the development and improvement of outstanding teacher education programs.*

(b) That such programs should extend beyond the time of certification; teachers should have ready access to systematic in-service programs meeting needs perceived by themselves as well as by others in the school system. (75 AGM, p. 37) (Oct 80 RA, p. 4)

31.A.05—*That to facilitate the achievement of this goal, the BCTF accepts a position of partnership with other groups involved in teacher education. This partnership should take the form of:*

1. direct participation in program design and evaluation at all teacher education institutions;

2. significant representation on bodies with overall responsibility for teacher education or certification, such as the Joint Board of Teacher Education and the Teacher Qualification Service;

3. optional representation on less permanent groups or agencies seeking to influence decisions on teacher education;

4. a shared control over entry into the teaching profession. (Aug 74 Ex, p. 9) (75 AGM, p. 37) (Reviewed Dec 79 Ex, p. 15)

PROCEDURES

31.A.02—That the BCTF continue to sponsor courses that have widespread appeal to most teachers. (Mar 78 Ex, p. 13) (June 80 Ex, p. 13)

31.A.04—That the BCTF will support teachers who choose to report for work at their schools when the local association has not been involved in a professional day's planning and/or when compensation for travel is not provided. (78 AGM, pp. 11-12)

B. PRE-CERTIFICATION

1. Teacher Education

31.B.01—*That the following principles be endorsed for the governance of teacher education:*

1. Teacher representatives are of the organization not from the organization.

2. BCTF names representatives, minister does not choose from a list.

3. Ministry choice from membership at large is not acceptable.

4. Teachers should be a majority. (May 81 Ex, p. 13)

31.B.03—*(a) That teacher education programs should be designed to enable student teachers to acquire certain attitudes, skills and knowledge defined by the competence criteria listed in part (f) of this statement.*

(b) That, regardless of the teacher education institution a student attends, all student teachers should demonstrate the ability to perform competently in each of the areas defined by the criteria. (This is not meant to imply that the various institutions should be patterned on one another, only that all student teachers should be able to perform satisfactorily in a manner defined by the competence criteria.)

(c) That the student teacher evaluation should combine self-evaluation and evaluation by university personnel and by the profession and should include assessment in terms of the required competencies. Progress from phase to phase in teacher education should be contingent upon satisfactory achievement of the competencies chosen as appropriate for each phase.

(d) That the competencies appropriate to each phase of teacher education should be clearly stated so that each component, particularly those of university and field experiences, may be effectively integrated, and the developmental nature of teacher education realized, and that competencies best acquired through in-service programs should be identified and provided for accordingly.

(e) That, beyond the basic competencies for all teachers, the universities, in consultation with the profession, should define a number of task groupings corresponding to teaching specialties and identify the particular teaching competencies for each specialty.

(f) That the statements that follow identify the competency criteria basic to all teaching. These general competencies should be subdivided into components that can be integrated in such a way as to form a developmental teacher education program.

1. The student teacher will demonstrate the ability to diagnose the needs and backgrounds of pupils and will be aware of when, and how, to initiate appropriate referrals.

2. The student teacher will demonstrate the ability to plan with purpose, to communicate purposes to pupils, and to evaluate the outcomes of instruction in terms of these purposes.

3. With due consideration to individual differences among pupils, the student teacher will demonstrate the ability to design and carry out instructional activities and programs.

4. The student teacher will demonstrate the attitude of valuing originality and will be able to nurture the creative capacities of pupils.

5. The student teacher will have an adequate knowledge of the subject matter of his/her specialty and will accept the need for periodic revision of that knowledge.

6. The student teacher will demonstrate the ability to employ a variety of teaching styles and techniques and will be open to new methodologies as they are developed.

7. The student teacher will demonstrate the ability to adopt classroom management styles appropriate to the ed...ational objectives and the learning environment.

8. The student teacher will demonstrate the ability to relate to pupils in a manner fostering mutual respect.
(Aug 74 Ex, pp. 9-11)
(75 AGM, p. 38)
(Oct 80 RA, p. 4)

31.B.05—*That teacher education programs should derive from, and be consistent with the aims that emphasize the human growth and development of every individual to the end that he/she becomes a self-reliant, self-disciplined, participating member with a sense of social responsibility within a democratic society.*
(Aug 74 Ex, p. 9)
(75 AGM, p. 27)
(76 AGM, p. 21)

31.B.07—*(a) That practising teachers should assist voluntarily with teacher education.*

(b) That local associations should be involved in the selection of co-operating teachers.

(c) That co-operating teachers should:

1. receive training for and be able to demonstrate the specialized skills required for working with student teachers;

2. be made specifically aware of the particular competencies that the practicum phase of each program is expected to achieve and methods for achieving them;

3. in their own performance, provide models of desirable behavior and attitudes;

4. be freed from other tasks as necessary, have available special resources, without adversely affecting the remainder of the staff and students, and, where student teaching responsibilities create an unavoidable addition to workload, compensatory time;

5. receive post-practicum information relevant to student performance and grading, subject to any requirement of confidentiality.
(75 AGM, p. 37)
(76 AGM, p. 21)
(Oct 80 RA, p. 4)

31.B.09—*That extended practicums (minimum of a semester) in teacher education programs are desirable provided that:*

1. the particular competencies to be acquired by the student teacher in the extended practicum are identified and the prerequisite competencies have been demonstrated;

2. the extended practicums are so integrated into the total teacher education program that there is no appreciable increase in overall time spent in teacher education;

3. provision is made for the student teacher to become knowledgeable about a variety of teaching styles and learning environments;

4. the program is organized so that student teachers are supernumerary to the regular teaching staff.
(June 74 Ex, p. 8)
(75 AGM, p. 38)
(76 AGM, p. 22)

31.B.11—*(a) That effective procedures for selecting students for teacher education programs should be the object of continued study.*

(b) That early in a teacher education program there should be a sufficiently lengthy period of observation and supervised teaching that student teachers have a practical experience on which to decide whether or not they should become teachers.
(75 AGM, p. 37)
(Reviewed Dec 79 Ex, p. 15)

31.B.13—*That universities should continue to provide the theoretical component of teacher education and should continue to co-ordinate the practicum experiences.*
(75 AGM, p. 37)
(Oct 80 RA, p. 5)

31.B.15—*That greater freedom should exist in the ways in which prospective teachers may acquire the subject matter of their specializations.*
(75 AGM, p. 37)
(Oct 80 RA, p.5)

31.B.17—*That university personnel, faculties of education in particular, should:*

1. receive training for and be able to demonstrate the specialized skills required for working with student teachers;

2. be made specifically aware of the particular competencies that the practicum phase of each program is expected to achieve and methods for achieving them;

3. demonstrate familiarity with a wide range of teaching processes and techniques that relate effectively to realistic educational problems and opportunities within B.C. schools;

4. in their own performance, provide models of desirable teacher behavior and attitudes;

5.demonstrate openness to change;

6. spend significant periods of time in classrooms throughout the province.
(75 AGM, p. 37)
(Oct 80 RA, p. 5)

31.B.19—*That faculty of education programs should be designed so that each department involved in the program be required to state the specific intent of each course offered and to indicate to which section of the educational continuum its content is addressed.*
(76 AGM, p. 21)

31.B.21—*That the Joint Board of Teacher Education and/or other appropriate bodies should cause the establishment of university teacher training programs that offer specialized training for such associated professionals as speech therapists.*
(Nov 76 Ex, p. 8)

31.B.23—*That the BCTF support the principle of standards and qualifications for school counsellors; i.e., specific training in addition to teacher training*
(Dec 77 Ex, p. 34)

31.B.25—*That teacher training institutions should better prepare student teachers for the stress they are to encounter in the teaching profession.*
(Feb 81 Ex, p. 13)

2. Internship Programs

POLICIES

31.B.27—*Internship*

(a) Internship should:

1. Follow prior academic and professional preparation, including practica.

2. Feature a prolonged period of increasing professional responsibility in an authentic school setting.

3. Provide recognized legal status for interns and financial compensation.

4. Be based on carefully selected and adequately trained mentors, both teachers and faculty personnel.

5. Include a full range and sequence of professional experience, including the continued relation of professional academic disciplines to classroom practice.

6. Include a process of teacher assessment of interns' professional competence.

(b) Interns should be governed by the BCTF code of ethics.

(c) Interns should be additional to the normal complement of teachers.

(d) An overall provincial internship program should be regulated by a governing board comprising BCTF, BCSTA, ministry and faculty.

(e) In each district a body should be established comprising local teacher association nominees, board members and board personnel to:

1. identify classroom and teaching/learning situations appropriate to internship;

2. seek out and facilitate the training of volunteer co-operating teachers;

3. liaise with faculties in matching interns to teaching situations and in the ongoing process.

(f) Assessment of the intern's professional competence should be based on the BCTF teacher competence criteria.

(g) Co-operating teachers' services should be recognized in the following ways:

1. time for personal professional development and school district professional development activities.

2. provision of university credit directly for training and working as a co-operating teacher and/or bankable fee vouchers for future university credit courses.
(June 82 RA, pp. 13-14)

31.B.29—*(a) Pending establishment of a full provincial internship program, the federation will support pilot programs in selected districts.*

(b) The federation endorses an internship that is a school year long, follows basic academic and professional preparation and gives prime authority to the profession in assessing intern competence. If interim measures are needed to reach this goal the federation will:

1. support extension of current practicum requirements;

2. support, for a specified period of time, the completion of training requirements under current modes while internship is set in place.
(June 82 RA, pp. 13-14)

3. Miscellaneous

POLICIES

31.B.31—*That the BCTF approve of future teachers' clubs in secondary schools.* (54 AGM, p. 45) (Reviewed Dec 79 Ex, p. 15)

31.B.33—*That members of future teachers' clubs should not be used as substitute teachers.* (Apr 55 Ex, p. 13) (Reviewed Dec 79 Ex, p. 15)

C. TEACHER CERTIFICATION

POLICIES

31.C.01—A. General purpose

To ensure that the public's welfare is safeguarded by establishing professional requirements for teachers in the public schools.

B. Specific purposes

1. To ensure that each teacher has undergone the required program of preparation to acquire adequate competence for teaching.

2. To recognize and advance professional status.

C. Major principles of certification

1. Certification policies shall ensure a basic standard of professional preparation.

2. The application of certification policies shall observe equivalence between applicants trained in this province and those trained elsewhere.

3. Provision should exist for review and appeal of certification policy and procedures.

D. Major criteria

1. A candidate for certification should be a Canadian citizen or the holder of landed immigrant status.

2. Certificates should be continuing and should not be endorsed as to subject and/or grade level.

3. There should be a Teacher Certification Board, independent of the Ministry of Education, with major representation from the BCTF.

4. A certificate may be withdrawn for breach of professional ethics, for proven incapacity to teach, or for criminal conviction in matters that affect the teacher's fitness for the profession.

5. There should be an appeal process for persons who have had their certification withdrawn.

6. There should be a reinstatement process for persons who have had their certificates withdrawn.

7. Continued certification should be dependent upon teacher competence rather than on externally imposed in-service.

8. (a) Teacher training for certification in the public schools should be taken in accredited institutions and all practica should be completed in public schools.

(b) The training and assessment of teachers requiring certification in the private school system should not be undertaken by public school district personnel.

9. The basic standard of professional preparation should be a five-year program.

10. The basic standard of professional preparation should include practica in which practical experience is closely related to theory, under the sponsorship of an appropriately qualified teacher.

11. The basic standard of professional preparation should include internship. (May 81 RA, pp. 18-19)

31.C.03—*Letters of permission should not normally be issued to unqualified persons or those who have not completed the minimum training under the present certification requirements.* (Aug 78 Ex, p. 15)

31.C.05—*Letters of permission should be issued only to those possessing knowledge and skills not normally present in teacher preparation programs, who are not associated professionals, but who could provide instruction not available from qualified teachers.* (Aug 78 Ex, p. 15)

31.C.07—*That the Ministry of Education should issue "restricted certificates" to associated professionals who satisfy the criteria in part 4.4(ii) of statement 51.B.05. Such a certificate would restrict the individual to instructing in his/her area of specialization.* (Nov 78 Ex, p. 8)

PROCEDURES

31.C.02—That the BCTF invite from its members evidence that any duly qualified teacher has had an application on file with a school board at the time that an under-certified teacher was hired by that board. (57 AGM, p. 32) (Reviewed Dec 79 Ex, p. 15)

31.C.04—That, after two annual letters of permission have been granted to any holder, and before a third permit is granted to that holder, the person concerned must provide evidence that he/she has made a satisfactory effort to improve his/her qualifications for teaching. (Jan 69 RA, p. 8) (Reviewed Dec 79 Ex, p. 18)

D. POST-CERTIFICATION

POLICIES

31.D.01—*That all assignments to teaching positions should be appropriate in terms of the teachers' preparation and experience.* (66 AGM, p. 16) (75 AGM, p. 45) (Reviewed Dec 79 Ex, p. 15)

31.D.03—*That teachers appointed to the position of school counsellor should have specialized training in counselling.* (Jan 79 Ex, p. 16)

31.D.05—*That teachers appointed to the position of school counsellor should be able to provide counselling services at the developmental, preventive and remedial levels in the career, educational and social/personal areas.* (Jan 79 Ex, p. 16)

31.D.07—*That boards of school trustees and local associations should co-operate in providing beginning teachers with adequate orientation to their teaching duties and to the profession.* (June 74 Ex, p. 11) (75 AGM, p. 37)

31.D.09—*The in-service phase of teacher education should be expanded and made more systematic. This requires exploration in:*

1. the development of procedures for the identification, by teachers and others, of in-service needs;

2. the provision of facilities and of trained personnel throughout the province;

3. the identification of teacher competencies best acquired after some practical experience has been gained;

4. the provision of the necessary resources of time and money to enable teachers to engage in worth-while in-service programs.

It is the professional right and responsibility of each teacher to determine his/her in-service needs. The organization and delivery of in-service activities should be determined by the teachers to be involved. Adequate funding for in-service activities should be provided by the Ministry of Education through school board budgets. Any co-ordination found necessary for in-service activities should be primarily the responsibility of the profession. (June 74 Ex, p. 10) (75 AGM, p. 37) (May 76 Ex, pp. 7-8)

31.D.11—*That decentralization of teacher education programs throughout the province should be encouraged, in particular by:*

1. establishing such structures as "teacher centres" to organize and conduct practicums (as well as the indirectly related tasks of curriculum development and in-service programming);

2. introducing school-based teacher education programs in which university personnel as well as teachers and student teachers work as a team over an extended period of time;

3. providing financial assistance for students who, because of decentralization, incur additional costs. (June 74 Ex, p. 9) (75 AGM, p. 37)

31.D.13—*(a) That the BCTF encourage the provision of teacher centres throughout the province.*

(b) That those considering establishment of a teacher centre:

1. start simply and allow for growth on demand;

2. make the centre responsive to teacher needs as they are expressed by teachers;

3. provide for adequate funding. (75 AGM, p. 37)

31.D.15—*That local associations should be actively involved in the planning of district-wide or zonal professional development days.* (Jan 79 RA, p. 12) (Jan 80 RA, p. 2)

PROCEDURES

31.D.02—That the regional PD coordinator's role include:

1. allocating BCTF professional development funds according to guidelines, as approved by the Executive Committee;

2. encouraging the development of well-defined local and regional programs within the limits of BCTF policy;

3. assisting local associations to distribute professional development

funds in a collegial manner by involving the local association, school staffs and the school board. (Nov 75 Ex, pp. 11-13)

31.D.04—That each local association be encouraged to maintain a professional development committee to offer advice and to stimulate programs in professional development, and to work with other professional development committees at the local, regional and provincial levels. (May 75 RA, p. 14) (76 AGM, p. 55)

31.D.06—That though involvement of substitute and unemployed members in local professional development activities varies from local to local, they should be involved as fully as possible. Should involvement of these active members create problems either in teacher/board sharing agreements or in BCTF/local sharing agreements, the BCTF should be contacted so that changes in grants policy can be considered, if necessary. (Dec 79 Ex, p. 5)

32. PROFESSIONAL ETHICS, RIGHTS AND STANDARDS

A. PROFESSIONAL RIGHTS AND STANDARDS OF PRACTICE

PROCEDURES

32.A.02—(a) The teacher has an obligation to orient his/her service toward the continual intellectual, physical, social and emotional growth of every student entrusted to him/her.

(b) The teacher has an obligation to co-operate with other agencies that provide social and educational services that contribute to the welfare and development of children.

(c) The teacher has an obligation to work toward the highest teaching standards possible through effective pre-service and in-service teacher education programs.

(d) The teacher has an obligation to maintain individually and co-operatively a high standard of ethics, professional conduct and competent practice.

(e) In carrying out professional practice the teacher has an obligation to:

1. seek the necessary knowledge of individual students needed to further their individual growth.

2. plan toward clear objectives consistent with the needs of students; assess progress of students and communicate assessment to parents and students with the objective of improving learning.

3. assess and recognize differences in students in regard to learning needs, styles of learning, speed of learning and overall capacity to learn.

4. manage his/her classroom in such a way that children's rights to dignity, safety, equality of opportunity and successful learning experiences are upheld.

5. assist in planning and policy formation beyond the classroom to enhance the contribution of the total education system and other social institutions to the education of children.

(f) To enable the teacher to fulfil the foregoing professional obligations, he/she has the right to:

1. a high degree of autonomy in the management of his/her teaching/learning environment;

2. primary control over diagnoses, prescriptions and methods of instruction in regard to his/her students and their individual learning needs;

3. primary control over evaluation instruments and processes and the interpretation and communication of evaluation data in regard to his/her students;

4. significant involvement in decision-making and policy formation through his/her staff at the school level and through his/her professional organization at the district and provincial levels. (79 AGM, pp. 36-37)

B. CODE OF ETHICS

PROCEDURES

32.B.02—That the following be the code of ethics of the British Columbia Teachers' Federation:

The Code of Ethics articulates those general rules of conduct particular to the teaching profession in its obligation to provide a high standard of service.

1. The teacher speaks and acts toward pupils with respect and dignity, and deals judiciously with them, mindful of their individual rights and sensibilities.

2. The teacher respects the confidential nature of information concerning pupils and gives it only to authorized persons or agencies directly concerned with their welfare.

3. The teacher recognizes that a privileged relationship with pupils exists and refrains from exploiting that relationship for private advantage.

4. The teacher is willing to review with colleagues, students and their parents the quality of service rendered by the teacher and the practices employed in discharging professional duties.

5. The teacher directs any criticism of the teaching performance and related duties of a colleague to that colleague, and only then, after informing the colleague of the intent to do so, may direct in confidence the criticism to appropriate officials who are in a position to offer advice and assistance.

6. The teacher acknowledges the authority and responsibilities of the professional organization.

7. The teacher adheres to collective agreements endorsed by the professional organization.

8. The teacher does not apply for or accept a position arising from an unjust dismissal or unresolved dispute.

9. The teacher, as an individual, or as a member of a group of teachers, does not make unauthorized representations to outside bodies in the name of the federation or its local associations. (71 AGM, pp. 24-25) (82 AGM, p. 44)

32.B.04—GUIDE TO PROFESSIONAL PRACTICE

These standards of professional conduct are:

- a guide to professional relations and responsibilities;
- a guide to professional practice;
- a guide for interpersonal relations and personnel practices within the profession.

The Code of Ethics stipulates those general rules of conduct particular to the teaching profession. The Standards of Professional Conduct are not rules but rather give further specific guidance for the conduct of all BCTF members. Observance of these standards should assist all members to uphold the Code of Ethics.

The following constitute professional conduct.

A. *In Relation to Pupils*

The professional responsibility of teachers is for the intellectual, physical, social and emotional development of the students entrusted to their care.

The teacher:

1. Assesses educational needs, prescribes and implements instructional programs and evaluates the progress of individual students, and shall not delegate these responsibilities to any person who is not employed as a teacher. The teacher seeks professional assistance in any of the above functions when such is required.

2. Directs and supervises the delegation of specific, limited aspects of learning activities to auxiliary personnel.

3. Is mindful of the child's safety, the child's right to equality of opportunity and successful learning experiences, and is considerate of the child's personal circumstances.

4. Endeavors to provide for a range of fact and opinion when dealing with controversial matters in the curriculum.

5. Regards as confidential and does not divulge, other than to appropriate persons, any information of a personal nature concerning pupils.

6. Does not tutor that teacher's own pupils for additional pay.

7. Speaks constructively of pupils in the presence of pupils, teachers, officials, or other persons.

B. *In Relation to Parents or Guardians*

The teacher co-operates with the home whenever possible.

The teacher:

1. Respects the uniqueness of each pupil's home.

2. Is receptive to the viewpoints of parents in regard to the educational needs of their children.

3. Seeks parental involvement in the educational processes designated for children.

4. Shares with the parents information that will assist in the growth and development of the pupils.

5. Takes appropriate steps to protect the rights of the child.

C. *In Relation to the General Public*

The teacher endeavors to improve the quality of education and to enhance the reputation of the teaching profession.

The teacher:

1. Co-operates with and encourages the involvement of the community and other agencies in the examination of present and future educational needs of students.

2. Before accepting a position, becomes aware of the expectations the community holds with regard to the profession.

3. Understands that if there are reasons to seek additional employment, discretion should be used in doing so.

4. Refrains from using the teaching position to promote the sale of books or other teaching aids for personal gain.

5. Is cognizant of individual rights and responsibilities in the event of a strike of school district employees.

D. *In Relation to School Boards and the Ministry of Education*

The teacher is cognizant of the terms and conditions of employment.

The teacher:

1. When considering accepting a position in a district with which the teacher is unfamiliar, should contact the federation for information regarding teaching conditions.

2. Protests both the assignment of duties for which the teacher feels unqualified and any conditions that make it difficult to render professional service.

3. Refrains from attempting to influence individual school board members to further a personal career or to gain professional favor.

4. Is aware of the provisions of the School Act and Regulation and with the policies of the employing school board and where changes are deemed necessary, seeks revision through the federation and/or local association

E. *In Relation to the Profession*

The teacher recognizes a responsibility toward both colleagues and the professional organization.

The teacher:

1. Accepts as a professional and individual responsibility the duty of reporting in an appropriate manner all matters harmful to the welfare of the school.

2. Speaks constructively of other teachers in the presence of pupils, teachers, officials or other persons.

3. Exercises the right to privileged counselling and assistance from colleagues designated by the local association.

4. Seeks the advice of the federation concerning any problem of relationship with colleagues that cannot be resolved by personal discussions or with local assistance.

5. Does not undermine the pupils' confidence in other teachers.

6. Is prepared to co-operate with colleagues seeking or providing profesional assistance.

7. Communicates with any other teacher whose pupils the teacher proposes to tutor on a regular basis.

8. Recognizes a responsibility to assist in teacher education programs.

9. Regards it as a right and responsibility to examine and, if necessary, suggest changes in the conduct of the professional organization within the organization.

10. Recognizes service to the federation at the local or provincial level as a professional responsibility.

11. Assumes responsibility for that teacher's own personal professional growth.

12. Recognizes the need for personal professional growth and takes advantage of opportunities provided.

F. *The Principal Teacher*

In addition, the following standards constitute professional practice for a teacher in an administrative role.

SCHOOL PROGRAM

The principal teacher:

1. Ensures that the school philosophy is formulated by staffs in consultation with parents, pupils and community.

2. Works with teachers to develop the educational programs of the school.

3. Promotes effective teaching and provides for adequate time and opportunities for assistance for teachers who are having difficulties in their teaching situation.

STAFF

The principal teacher:

4. Provides opportunities for teachers to discuss and share in making decisions on matters that affect them.

5. Makes teaching assignments in consultation with the teachers concerned.

6. Provides assistance in remedying an inappropriate or unacceptable assignment and recognizes the teacher's right to seek to change such an assignment.

7. Ensures that supervision and evaluation practices are regularly reviewed by staff.

8. Ensures that there is sufficient time for consultation among all parties before recommending the transfer of any teacher.

9. Opposes arbitrary transfers.

10. Advises the teacher immediately of the nature and source of any criticism regarding the professional or personal conduct of the teacher.

11. Advises teachers to seek privileged counselling when the situation warrants in regard to professional conduct or performance.

COMMUNITY

The principal teacher:

12. Encourages interaction between the staff and community.

13. Encourages the development of processes that protect the rights of pupils, parents, and teachers.

PROFESSIONAL ORGANIZATION

The principal teacher:

14. Follows fair and acceptable procedures consistent with those set down by the professional organization when making reports on colleagues.

15. Assists teachers in understanding professional responsibilities to the federation at the local and provincial level.

16. Seeks to resolve any conflict between obligations to the professional organization and requirements of the position of the principal. (82 AGM, pp. 44-46)

32.B.06—That it be considered a violation of clause 3 of the code of ethics that a teacher be paid to tutor a pupil he/she teaches in one of his/her regular classes except in the case where the teacher is employed by a school board as a special instructor (night school, "cram" sessions) and one of his/her pupils has been admitted to the class. (Jan 87 Ex. p. 4) (Reviewed June 80 Ex. p. 25)

32.B.08—That "appropriate officials" in clause 5 of the code of ethics be interpreted to mean: those individuals who are in a position to make reports upon teachers, including principals and directors of instruction; and those individuals who are in a position to offer advice on the proper conduct to be pursued by a teacher in a particular situation, including the local association's designated officials and including Executive Committee members and the administrative staff of the BCTF. (71 AGM, p. 26) (80 AGM, p. 40)

C. INVESTIGATION COMMITTEE

32.C.02—That members of the BCTF Executive Committee, Judicial Committee, Committee of Ombudspersons and Federation Appeals Board be excluded from membership on the Investigation Committee. (71 AGM, p. 27) (81 AGM, p. 8)

32.C.04—(a) The Executive Committee has constituted an Investigation Committee to conduct any necessary investigations arising as a result of a charge of violation of the Code of Ethics or a charge of conduct harmful or prejudicial to the federation under by-law 7.2, and to assist the Judicial Committee in the consideration of such charges. At least three members of the Investigation Committee shall serve as an Investigation Team for each case. The decision as to whether or not disciplinary action is to be taken and the extent of that action rests with the Judicial Committee.

(b) A complaint about a possible violation must be in writing and

should be addressed to the Director of Teacher Personnel Services. Complaints may be made by teachers, local associations, district councils, the federation or members of the public.

An individual member of the Investigation Committee, Judicial Committee or Representative Assembly may make a complaint, but in that event, the person concerned will abstain from participating as a member when the Investigation Committee, Judicial Committee or Representative Assembly is dealing directly with that case.

(c) Upon receipt of a complaint the Director of Teacher Personnel Services, or another staff member delegated to handle such matters, shall acknowledge it in writing. Should the matter appear appropriate for mediation by the Professional Relations Advisers Committee, this approach should be recommended. In any case, the person(s) complaining should be told of the format to be used and the type of information to be provided when laying a formal charge of violation of the Code of Ethics or of conduct harmful or prejudicial to the federation.

(d) Should a formal charge be made, the Director of Teacher Personnel Services or representative shall send by double registered mail a copy of the letter of charge to the member or members charged, inviting a statement of reply within 30 days. Enclosed with this letter should be a copy of these procedures, outlining the manner in which charges are dealt with. Should a statement of reply not be received within 30 days, advice should be provided in writing by double registered mail that an investigation team will proceed to investigate the charge without waiting for the written statement.

(e) Upon receipt of the statement of reply, or expiration of the time allowed for a reply, this statement, if any, and the letter of charge shall be placed before an investigation team consisting of at least three members of the Investigation Committee. The Investigation Team first determines whether or not it is a proper charge. (This means that if the allegations are substantiated, there would be a breach in the Code of Ethics or conduct harmful or prejudicial to the federation.) If the Investigation Team deems it not a proper charge, it so informs the Judicial Committee, which may agree and dismiss the charge or may disagree and direct that an investigation be conducted. In the latter instance, a different Investigation Team would be named to proceed with the case.

(f) If there is deemed to be a proper charge, the Investigation Team shall arrange a meeting with member(s) charged in the presence of the person or persons making the allegation. Each party has the right to be accompanied by another person, who may advise or represent him/her throughout the investigation.

The BCTF shall be responsible for payment of expenses of the person(s) charged and the person(s) making the charge, but shall not pay for services of a lawyer during the investigation.

Through meeting with the two parties concerned, the Investigation Team may be able to resolve the matter. If this resolution occurs, both parties must sign a letter to the Director of Teacher Personnel Services asking that the charges be withdrawn.

(g) Should the charges be withdrawn, the Investigation Team so informs the Judicial Committee, which has the discretion to determine whether or not the action should be discontinued.

(h) Should the person charged refuse or neglect to appear, without just cause, before the Investigation Team for a hearing, advice should be provided in writing by double registered mail that the team will proceed to investigate the charge on the basis of the evidence available. Should the person making the charge refuse or neglect to appear, without just cause, the Investigation Team shall proceed as though it were not a proper charge.

(i) Should it be impossible to contact the person charged because of lack of a forwarding address, the Ministry of Education shall be requested to inform the BCTF of the teacher's address if and when it becomes known.

(j) The Investigation Team may invite any persons who might be able to contribute to the resolution of a case to appear. Both the member charged and the person laying the charge may attend to hear the evidence presented.

(k) The Investigation Team shall meet privately to prepare the report to be made to the Judicial Committee. This report shall objectively set out the facts but shall make no recommendations as to guilt or sentence.

(l) The member charged shall receive a copy of the report of the Investigation Team and may direct a written comment to the Judicial Committee.

(m) The Judicial Committee shall rule which witnesses, if any, are essential for determination of the matter in issue, and either party or the Investigation Team may make recommendations in this regard.
(79 AGM, pp. 11-13)
(80 AGM, p. 41)

32.C.06—That the Investigation Committee advise both parties in an ethics case that if new documents are introduced at the time of interviews the investigation team should give ample opportunity for the other party to consider these. (May 81 Ex. p. 14)

D. JUDICIAL COMMITTEE

Note: See Appendix C for the rules governing appeals of decisions of the Judicial Committee.

32.D.02—That candidates for election to the Judicial Committee be nominees who have been approved by a secret ballot of a local association general meeting or a local association delegate assembly. (Endorsement by other groups of teachers such as a local association executive committee does not constitute a valid nomination.)
(76 AGM, p. 62)

32.D.04—That members of the BCTF Executive Committee, Investigation Committee, Committee of Ombudspersons and Federation Appeals Board be excluded from service on the Judicial Committee.
(76 AGM, p. 63)
(81 AGM, p. 8)

32.D.06—That the Judicial Committee members be elected by secret ballot of the Representative Assembly and replacements elected by the Representative Assembly as required. No candidate shall be declared elected unless he/she receives more than 50 per cent of the ballots cast. (76 AGM, p. 63)

32.D.08—That membership on the Judicial Committee be "at large" without prescription in such matters as geographical location, sex, teaching position or other attributes of the members.
(76 AGM, p. 63)

32.D.10—That prior service on the Judicial Committee, regardless of duration, not be a bar to re-election. (76 AGM, p. 63)

32.D.12—That the terms of office of members of the Judicial Committee shall expire on June 30 of the relevant year and that successors in office shall commence their terms on July 1, subject to the provision that any member is authorized to participate in decisions of cases heard prior to the expiration of the term and no newly-elected member will participate in any decision unless he/she has heard all evidence.
(Oct 76 RA, p. 23)

32.D.14—That a quorum of the Judicial Committee be a majority of the committee and a decision of the committee also be a majority of the entire committee. (76 AGM, p. 64)

32.D.16—Procedures of the Judicial Committee.

1. The hearing of the Judicial Committee shall be in private, at which time the member charged may be present. The member charged is entitled to be accompanied by a friend and/or counsel at BCTF expense. Members of the Investigation Team shall be present. Witnesses shall attend only when giving evidence.

The member charged, or friend or counsel, is entitled to comment on the report of the Investigation Team, to question witnesses, and to give further information to the Judicial Committee.

2. Following the hearing, the Judicial Committee meets privately to determine innocence or guilt and, where appropriate, disciplinary action pursuant to by-law 7.2.

3. The member charged and the person or persons making the charge are advised by double registered mail of the decisions of the Judicial Committee. If the Judicial Committee finds the member guilty, the member is advised of the right to appeal to the Federation Appeals Board the finding as to guilt or sentence. If the decision of the Judicial Committee involves the suspension or expulsion of the member, the Ministry of Education is so informed following the expiration of the appeal period, and the member is advised of the statutory rights of appeal pursuant to the School Act. (79 AGM, pp. 17-18)

32.D.18—(a) That, following expiration of the 60-day period for appeals, or on conclusion of the appeals, all decisions of guilty be reported in the newsletter.

(b) That members charged but found innocent by the Judicial Committee have the option of having such decisions published in the newsletter and/or distributed in some manner acceptable to the member(s) and approved by the Judicial Committee.

(c) That the Judicial Committee should write the precise statement

that is to be published, including identification of the charge, the alleged offence, the finding and the penalty. The name of the accuser should not be included. (Oct 77 RA, p. 5) (Feb 82 RA, p. 14)

32.D.20—That it is within the purview of the Judicial Committee, when considering alleged breaches of the code or of conduct harmful or prejudicial to the federation, to report on contingent matters of concern that, while not constituting the primary reason for the investigation, nonetheless may merit consideration by the Executive Committee. (Nov 73 Ex, p. 10) (June 80 Ex, p. 25)

E. FEDERATION APPEALS BOARD

32.E.02—That the following be the procedures for the Federation Appeals Board:

1. The Federation Appeals Board shall be composed of 25 active members.

2. Members of the Federation Appeals Board shall be elected by secret ballot at the fall meeting of the Representative Assembly and replacements shall be elected subsequently as required. No candidates shall be declared elected unless receiving more than 50 per cent of the ballots cast.

3. Members of the BCTF Executive Committee, Committee of Ombudspersons and Judicial Committee shall be excluded from service on the Federation Appeals Board.

4. Membership on the Federation Appeals Board shall be "at large" without prescription in such matters as geographical location, sex, teaching position or other attributes of the members.

5. Members shall normally serve for three years except that when the board is first established eight members shall be elected for one year, eight for two years and nine for three years (those receiving the most ballots serving the longer terms).

6. Prior service on the Federation Appeals Board, regardless of duration, shall not be a bar to re-election.

7. Candidates for election to the Federation Appeals Board shall be nominees who have been approved by a secret ballot of a local association general meeting or a local association delegate assembly. (Endorsement by other groups of teachers such as a local association executive committee does not constitute a valid nomination.)

8. A quorum of the Federation Appeals Board shall be 15 members and a decision of the board shall require approval of a majority of the members in attendance. (80 AGM, pp. 38-39) (81 AGM, p. 8)

Note: See also section 25, "Ombudservice and Federation Appeals Board."

33. PROFESSIONAL RELATIONS

PROCEDURES

33.02—(a) That the BCTF maintain a Professional Relations Advisers Committee to mediate disputes that threaten good relationships among teaching personnel.

(b) That the Professional Relations Advisers Committee include an elementary classroom teacher, a secondary classroom teacher, an elementary principal and a secondary principal, at least one of whom is a woman.

(c) That any member or a local association may obtain the services of the committee by communicating with the executive director, the president or the chairperson of the committee. (67 AGM, pp. 10-11) (77 AGM, p. 19) (Oct 80 RA, p. 5)

33.04—That the president of the BCTF be empowered to instruct the committee to act in any situation he/she deems to be urgent and/or emergent. (June 82 Ex, p. 18) (Reviewed June 80 Ex, p. 25)

33.06—Procedures of the Professional Relations Advisers Committee:

1. That two members of the committee will be assigned to a particular case. One of the two will serve as chairperson.

2. Members of the committee will be assigned to cases through the chairperson of the committee.

3. The committee chairperson for a particular case shall take responsibility for adequate follow-up.

4. Committee members will not submit reports to the Executive Committee.

5. Records will be kept to an absolute minimum.

6. Cases may be discussed with members of the committee or with members of the Teacher Personnel Services staff on a privileged communication basis at any time.

7. In the event that a relations case develops into an ethics or discipline situation, no information from the committee members will be requested by the Investigation Committee, nor will any be offered. (Oct 71 RA, pp. 12-13) (May 80 PA, p. 15)

33.08—That each local association have a member or members, appointed or elected as the association decides, named as a professional relations person(s) and that these people be given some training and/or guidance regarding procedures to be followed under various circumstances in the area of professional relations. (Where a local association has a full-time president, it is recommended that this person be involved.) (May 81 Ex, p. 14)

34. PROVINCIAL SPECIALIST ASSOCIATIONS

Note: See statement 11.D.52-11.D.64 for financial regulations affecting PSAs.

PROCEDURES

34.02—That the BCTF encourage and support the following provincial specialist associations:

Association for Educators of Gifted, Talented and Creative Children in B.C.
Association of B.C. Drama Educators
B.C. Art Teachers' Association
B.C. Association of Mathematics Teachers
B.C. Association of School Supervisors of Instruction
B.C. Association of Teachers of Classics
B.C. Association of Teachers of Modern Languages
B.C. English Teachers' Association
B.C. Industrial Education Association
B.C. Music Educators' Association
B.C. Physical Education Teachers' Association
B.C. Primary Teachers' Association
B.C. Principals' and Vice-Principals' Association
B.C. School Counsellors' Association
B.C. School Librarians' Association
B.C. Science Teachers' Association
B.C. Social Studies Teachers' Association
Computer Users in Education
Environmental and Outdoor Education Association of B.C.
Hospital/Homebound Provincial Specialist Association
Labor History Association
Provincial Intermediate Teachers' Association
Rural Teachers' Association
Secondary Learning Assistance Teachers' Association
Special Education Association
Teachers of Home Economics Specialist Association
The Business Educators' Association

(Ap 83 Ex, pp. 9-10) (June 82 Ex, p. 23)

34.04—

A. Purposes of a PSA:

It shall be the right of each PSA to foster professional development through activities which may include:

1. Conducting in-service education.

2. Carrying out curriculum projects and disseminating the results.

3. Proposing appropriate learning and working conditions for the specialist area.

4. Proposing policy positions for BCTF adoption.

5. Through the BCTF, under the direction of the Executive Committee, influencing ministry of education policies and practices, including those relating to school programs, curriculum, assessment implementation, and school organization and operation.

6. Developing statements of standards of specialist qualifications and appropriate teacher training.

7. Developing statements of specifications for educational facilities for its specialist area.

8. Maintaining liaison with post-secondary faculty members in the specialist area.

9. Maintaining a system of communication with its members through journals and newsletters, the creation of local chapters, the holding of general meetings and maintaining a provincial structure with local-regional representatives or contacts.

10. Affiliating with national and international professional groups in the PSA's area of specialty.

11. Other activities that are authorized by the BCTF.

A PSA shall not carry out activities to influence the negotiation of salaries and bonuses and other bargaining objectives except through the BCTF Executive Committee or through local presentations to the appropriate local association of the federation.

B. Authorization of Activities

1. A PSA may conduct in-service education, carry out independent curriculum projects, maintain liaison with university faculty members, affiliate with national and international professional groups in the PSA's area of specialty and maintain a system of communication with PSA members as authorized by its program and budget statements.

2. A PSA may make proposals on learning and working conditions, standards of specialist qualifications, teacher education and educational facilities through BCTF committees; such proposals shall be presented outside the BCTF only with BCTF authorization.

3. A PSA may make representations and take actions to influence ministry of education policies and practices — including those relating to school programs, curriculum assessment, implementation, and school organization and operation — only with the authorization of the BCTF.

4. A PSA may communicate directly with a university faculty on matters of concern only to the specialist area that are not in conflict with BCTF policy; representations on areas of general concern to education or affecting teacher education requirements shall be made only with the authorization of the BCTF.

C. Local Chapters and/or Local Specialist Associations

1. A PSA may organize and/or recognize local specialist associations as chapters of the PSA; such chapters shall be responsible to the PSA in regard to provincial matters and to the local association on local matters. Responsibility to the local association on local matters is mandatory.

2. No PSA chapter or local specialist association shall make representations to any authority or agency outside the BCTF without authorization from the local association.

D. Procedures for Authorization of PSA Representations

1. The BCTF and the local association shall maintain procedures and practices that allow PSAs and PSA chapters to receive timely decisions on requests for authorization for representations to authorities and agencies outside the BCTF.

2. The BCTF president and first vice-president may authorize representation by PSAs outside the BCTF if PSA proposals are consistent with existing BCTF policy; representations shall be reported to the BCTF executive, which may review and alter the decision of the president and first vice-president.

3. Guidelines for authorization by the president and first vice-president:

(a) A BCTF staff member shall provide advice on whether the proposal is consistent with BCTF policy.

(b) Proposals that relate to working and learning conditions, standards of specialist qualifications and teacher education shall be authorized only after advice from the relevant BCTF committee.

(c) Major briefs shall be authorized only after they have been distributed to the PSA Council and appropriate committees for advice, and a reasonable time for giving advice has elapsed.

(d) A decision to authorize or not authorize presentation of a brief or parts of a brief shall be made within three months of the brief's being submitted to the BCTF.

E. Guidelines for PSA Communications to Outside Authorities or Agencies

1. Areas of communication that need not be reported to the BCTF:

(a) communications that are seeking information;

(b) liaison with related professional groups (provincial, national, international) unless these involve public representations in which the BCTF will be mentioned;

(c) production and distribution of curriculum materials (print or audio-visual).

2. Areas of communication in which the PSA may act autonomously, but within BCTF policy, and that shall be reported to the BCTF:

(a) press releases, articles about PSA activities;

(b) press coverage of PSA events;

(c) response to questions initiated by the press;

(d) joint sponsorship of conferences (universities, ministry, clubs, businesses);

(e) liaison with business or industry (advertising, surveys, displays, field trips);

(f) newsletters and journals;

(g) liaison with universities, community colleges, vocational schools;

(h) affiliation with other professional groups (provincial, national, international);

(i) informal discussions that do not include formal representations with ministry officials regarding ministry programs.

3. Areas of communications that require prior authorization by the BCTF:

(a) representations to commissions/hearings, unless a policy of open presentations has been adopted by the BCTF (in which case a copy of the presentation shall be sent to the BCTF);

(b) representations to the ministry on curriculum (review, development and implementation), assessment, policy, administrative matters;

(c) representations to agencies or organizations outside the BCTF (such as universities, community colleges, vocational schools);

(d) formal participation in public pressure groups or organizations;

(e) representation on ministry, university or other outside committees.

Note: Representations are defined as communications aimed at influencing the making of a decision, given on behalf of a PSA, with an indication that they represent the views or position of the PSA.

F. PSA Financing

1. The financing of PSAs shall be through:

(a) a PSA membership fee, which shall be equal to, or greater than, the BCTF per capita grant;

(b) a BCTF per capita grant as stated in statement 11.D.56;

(c) income from conferences or workshops;

(d) income from the sale of PSA-produced materials and publications, including advertising in such publications;

(e) any special BCTF grants that may, from time to time, be authorized.

(f) grants, contracts, or fees for service from groups outside the BCTF (e.g., ministry, foundations), as authorized by the BCTF.

2. The BCTF president and first vice-president may authorize grants or contracts from groups outside the BCTF; authorization shall be made on the basis of the following guidelines and shall be reported to the BCTF executive.

3. Guidelines for grants or contracts:

(a) the grant or contract must be for a specified project consistent with BCTF policy;

(b) no terms of the grant or contract shall compromise or restrict the ability of the BCTF to operate as an organization independent of the granting or contracting agency;

(c) grants or contracts shall be approved only after advice on their appropriateness has been given by the PSA Council and/or the PSA Council Budget Subcommittee;

(d) all grants or contracts shall be processed through the BCTF

Accounting Department and subject to normal accounting and audit practices.

G. Release time for PSA officers

The following shall be the procedure for BCTF approval of release time for a PSA officer. This procedure applies to long-term release time (a full year or partial leave; full-time or part-time release from teaching duties). It does not apply to single day or other short-term leave. Short-term leave is leave on an irregular basis throughout the year or full-time leave for less than one month.

1. PSA determines that it has a need for release time for an officer to work on behalf of the PSA.

2. The PSA develops a proposal that includes the following elements:

(a) a definition of the need;

(b) a description of the nature of the duties to be performed;

(c) a definition of how much release time is to be provided and the basis for pay (e.g., regular teaching salary);

(d) a designation of which officer in the PSA to be released;

(e) a description of related requirements such as working space, equipment, clerical assistance, travel;

(f) a budget for the release time and related items;

(g) an explanation of the source of revenues to cover the budget.

3. The proposal is circulated to all members of the particular PSA before the annual meeting.

4. The PSA anual meeting approves the proposal.

5. The proposal goes to the BCTF Executive Committee for approval.

6. The BCTF seeks approval from the affected school board to second the individual to the BCTF to work on behalf of the PSA. (Seconding is the best arrangement for maintenance of all employee benefits.)

H. PSA Council

PSA Council consists of a representative from each PSA that decides to participate, with each PSA selecting its own representative. The following shall be the terms of reference of the PSA Council:

1. To advise the Executive Committee on matters of particular concern to the PSAs.

2. To advise the Executive Committee on proposals from PSAs seeking authorization to make representations outside the BCTF.

3. To advise the Professional Development Advisory Committee on any matters relating to PSAs, and to invite the Professional Development Advisory Committee to name a voting member to the PSA Council Executive Committee.

4. To elect annually at the spring meeting of the PSA Council a PSA Council Budget Subcommittee.

5. To ratify the PSA Council Budget Subcommittee's terms of reference.

6. To give final approval to PSA programs and budgets.

7. To select a PSA Council Executive that is authorized to make recommendations to council, facilitate the work of the council, and act on behalf of PSA Council between council meetings.

8. To advise the Executive Committee on curriculum matters.

9. To provide a forum for the discussion and sharing of mutual concerns through meetings (up to four per year) held at BCTF expense.

10. To provide a service program, developed by the PSA Council, for the individual PSAs. (Nov 81 Ex, pp. 6 and 8) (May 82 Ex, p. 2)

34.08—*PSA Membership*

(a) Individual memberships in a PSA will be on a 12-month basis commencing on the date the application is processed.

(b) Membership in a PSA will be open, at the PSA's discretion, to non-BCTF members; for example, university teachers, college instructors, teachers outside of the B.C. public school system and others interested in the aims of the PSA.

(c) Non-BCTF members of a PSA will not be eligible for the BCTF grant. The BCTF will debit PSA accounts for grants made on behalf of people who are later found to be non-BCTF members.

(d) Non-BCTF members of a PSA may, at the PSA's discretion, be charged a special fee. (May 74 Ex, pp. 25-28) (Reviewed Dec 77 Ex, p. 17)

34.08—*PSA Organization*

(a) That all PSA constitutions and any changes that may from time to time be made to them, be submitted to the Executive Committee for approval.

(b) A copy of the constitution of each recognized provincial specialist association shall be filed with the BCTF office.

(c) The commencement and termination dates for each executive office will be set by each PSA in its constitution.

(d) That all voting members of a PSA executive be active BCTF members.

(e) That all PSA members who hold positions of president, vice-president, treasurer, secretary or editor of PSA publications be active BCTF members. (May 74 Ex, pp. 25-28) (June 80 Ex, p. 12)

34.10—That any or all of the following types of BCTF assistance be available to all PSAs upon request.

1. *Financial*
   a. per capita grants.
   b. in-service education grants.
2. *In-service Education*
   a. advice and assistance with project planning.
   b. assistance in obtaining resource people.
3. *Printing at cost of PSA newsletters, journals and special reports.*
4. *Editorial*
   a. editorial advice and assistance, layout consultation, etc.
   b. editors' workshops or conferences.
5. *General*
   a. consultation, advice and assistance as required.
   b. conferences of PSA officers as required.
   c. a manual for PSA officers as required.
   d. meeting rooms in the B.C. Teachers' Building as required.
   e. coffee service for meetings at cost.
   f. assistance with membership promotion.

(May 74 Ex, pp. 25-28) (Mar 78 Ex, p. 10)

34.12—*Conditional BCTF Assistance to PSAs*

(a) SERVICES — MEMBERSHIP

1. Membership applications will be processed by the BCTF on the "evergreen" plan basis.

2. The BCTF will provide free maintenance of PSA membership lists.

3. The BCTF will, upon request, and free of charge, supply membership lists on two occasions during the year. At least four copies will be available on each occasion.

4. The membership list will, if requested by the PSA, be sectioned into such categories as primary, intermediate, secondary, student, and others where such categories are available on the PSA application forms.

5. The BCTF will maintain a complimentary mailing list for each PSA. The size of the list will be determined by PSA size and need.

(b) CONDITIONS OF MEMBERSHIP SERVICE

1. The membership service as outlined in 34.12(a) is on an all-or-nothing basis.

2. The BCTF may require a standardized application form.

(c) SERVICES — FINANCIAL RECORDS

1. Free maintenance of financial records.

2. Monthly financial statements provided to each PSA treasurer and president.

3. An annual financial summary will be provided to each PSA.

(d) CONDITIONS — FINANCIAL RECORDS

PSA fee changes, which can be made only at annual general meetings, will be effective July 1 following.

Fee information is to be submitted to the BCTF office no later than June 1.

(e) SERVICES — PUBLISHING

1. By September 1, PSA presidents will receive a request for scheduling information for their year's publications.

2. Each PSA will co-ordinate schedules and publications through a single PSA officer in order to expedite communication.

3. By September 15, PSAs will provide the BCTF with the requested information and schedules for all their publications.

4. BCTF staff will review PSA schedules and integrate them into overall BCTF schedules to identify potential conflicts. These will be resolved through negotiation with the affected parties.

5. The BCTF will confirm, in writing, the finalized schedules.

6. PSAs may elect to use the BCTF services for any combination of the following: copy editing (to BCTF standards), word processing, typesetting, illustration, design, printing, binding, labelling, stuffing, mailing. Only publications produced in their entirety (from copy editing through mailing) by the BCTF office may bear the BCTF insigne.

7. Provided copy is submitted on or before the agreed submission date and according to the agreed specifications, the BCTF will meet the deadlines and absorb any extra costs incurred in doing so.

8. When requested, the BCTF will supply an estimate of publishing or mailing costs.

9. PSAs failing to meet submission requirements (deadlines and specifications) may elect to publish later than planned or to pay a premium for speedier service.

10. BCTF printing of PSA publications will be limited to 10 major publications (a major publication is any combination of number of pages and number of copies for a total of 6,000 pages) per PSA per year.

11. Unless the BCTF office is otherwise informed, publications will automatically be sent by third-class mail.

12. The BCTF will not be responsible for PSA mailings done outside the BCTF office.

13. All PSAs will use the BCTF's mailing lists to distribute publications.

14. The BCTF will have the right to order, at BCTF expense, up to 80 copies of any PSA publication.

15. PSAs will refrain from using the title *bulletin.*

(f) CONDITIONS — PUBLISHING

1. PSAs receiving publishing and mailing services will use BCTF accounting services.

2. The actual cost of all mailings will be charged against the account of the PSA concerned as soon as possible.

3. PSAs wanting to mail materials to schools should indicate the number of copies to go to each school.

4. The BCTF will not be responsible for PSA mailings not done by the BCTF office.

5. Office printing of PSA publications will be limited to 10 major publications per year per PSA.

6. All PSAs will have the right, provided the BCTF insigne is not used, to have any or all of their publications printed commercially or in what other way they may choose.

7. The BCTF will have the right to order, at BCTF expense, up to 80 copies of any PSA publication.

8. All PSAs will refrain from using the title "bulletin".
(May 74 Ex, pp. 26-30)
(Feb 82 Ex, pp. 12-13)

34.14—*Initial and continuing recognition as a PSA will be given to a group of teachers when:*

1. it has established as its purposes:

a. to assist in professional development through: (i) in-service education, (ii) curriculum development, and (iii) a system of communication with its members.

b. to assist BCTF task forces and committees.

c. to assist in the promotion of local chapters.

2. it has established objectives, activities related to the objectives and evaluative criteria of the objectives.

3. it has held a general meeting to approve a constitution, elect officers and establish a membership fee.

4. it has an adequate membership (in general, at least 50 BCTF members).

5. an existing related PSA has made a concerted effort to accommodate the new group, and the Executive Committee has considered a recommendation from the PSA Council. (Apr 58 Ex, p. 8)
(Sept 79 Ex, p. 4)

34.16—That it shall not be the right of any provincial specialist association to make representations to any authority or agency outside the BCTF on any matter that is properly the concern of the BCTF.
(May 63 Consultative, p. 8)
(76 AGM, p. 56)

34.18—That all Executive Committee members and geographical representatives receive copies of the programs and budgets submitted by PSAs. (Jan 71 Ex, pp. 16-17)
(June 79 Ex, p. 5)

34.20—That a PSA Council comprise one representative from each PSA participating in the work of the council. (74 AGM, pp. 21-23)
(75 AGM, p. 11)
(Oct 80 RA, p. 5)

34.22—(a) That the PSA Council be entitled to hold up to four meetings a year at BCTF expense.

(b) That the PSA Council may serve in an advisory capacity to the Executive Committee on matters of particular organizational concern to the PSAs.

(c) That, in the event of a disagreement by the PSA Council or an individual PSA with a decision of the Professional Development Advisory Committee, the council or PSA have the right of appeal to the Executive Committee. (74 AGM, pp. 22-23)
(May 75 RA, pp. 14-15)

34.24—That each PSA maintain an up-to-date set of specifications for educational facilities for its particular subject discipline.
(June 74 Ex, p. ,5)
(Mar 79 Ex, p. 9)

34.26—That the PSA Council budget subcommittee should review PSA programs and budgets and submit them to the PSA Council for final approval.

1. PSA Council budget subcommittee members from Council should be elected annually at the spring meeting of the PSA Council.

2. The PSA Council budget subcommittee's terms of reference shall be ratified by PSA Council.

3. The PSA Council budget subcommittee chairperson shall be elected by majority vote of the budget subcommittee.
(June 76 Ex, pp. 29-31)
(June 80 Ex, p. 13)

35. PUBLIC AFFAIRS

POLICIES

35.01—*That the BCTF is opposed to nuclear weapons testing.*
(62 AGM, p. 44)
(Oct 80 RA, p. 5)

35.03—*That the BCTF openly condemn all or any practice of discrimination on the basis of race in the communities and schools of this province.* (May 75 RA, p. 28)
(Reviewed Dec 79 Ex, p. 18)

35.05—*That the members of the BCTF condemn the racist doctrine of the Ku Klux Klan and support efforts to eliminate the racist activities of the organization and other similar organizations.* (Feb 82 RA, p. 17)

35.07—*That the BCTF go on record as:*

1. Supporting the activities of the B.C. Organization to Fight Racism (BCOFR) directed toward having the Ku Klux Klan and similar racist organizations effectively banned.

2. Supporting the BCOFR in its efforts to combat all manifestations of racism in B.C. (82 AGM, p. 54)

35.09—*That the BCTF go on record as being in opposition to the establishment of a nuclear submarine base at Bangor, Washington.*
(Aug 75 Ex, p. 20)

35.11—*That the BCTF recognize and support the right of the B.C. native Indian people to demand that the federal and provincial governments negotiate with them the issue of Indian land claims.*
(Jan 76 RA, p. 19)

35.13—*That the BCTF voice its opposition to any further uranium mine site developments in British Columbia until such activities have been proven completely safe.* (Jan 78 RA, p. 13)
(81 AGM, p. 20)

35.15—*That the provincial government should provide total funding for the educational programs of the Planned Parenthood Association of B.C.* (Mar 80 Ex, p. 6)

35.17—*That the BCTF supports the practice of full coverage of the cost of medical care through Medicare.* (Mar 81 Ex, p. 2)

35.19—*That the BCTF support the Hat Creek Alliance in making the public aware of the environmental hazards of thermal, liquifaction, and/or gassification development at Hat Creek.* (June 82 RA, p. 12-13)

35.21—*That the BCTF express its opposition to government promotion of beer and wine advertising.* (June 82 Ex, p. 26)

35.23—*That the Ministry of Education, in conjunction with the Ministry of the Attorney-General, should establish an in-service program for corrections staff that outlines the nature and purpose of the education programs in the youth detention centres.* (June 82 Ex, p. 22)

PROCEDURES

35.02—That the BCTF assist local associations to set up meetings with representatives of the appropriate BCGEU locals to discuss ways in which a better relationship can be developed between corrections staff and teachers. (June 82 Ex, p. 22)

35.04—That the BCTF continue to assist the appropriate local teachers' associations in monitoring and improving the working conditions of teachers assigned to teach in the youth detention centres. (June 82 Ex, p. 22)

36. PUBLIC RELATIONS

POLICIES

36.01—*That the long-range goals of the BCTF public relations programs be:*

(1) to develop and maintain a positive public image of teachers as responsible, involved, dedicated individuals who have a concern for the welfare of children;

(2) to gain public recognition for the BCTF as a responsible and socially involved organization interested in the advancement of education. (Jan 72 Ex, pp. 8-9) (Reviewed Nov 77 Ex, p. 15)

36.03—*That the Ministry of Education should inform the public on the existing education system and on changes in the system before they are put into effect.* (54 AGM, p. 24) (Reviewed Nov 76 Ex, p. 8)

PROCEDURES

36.02—That all members and officials of the BCTF take great care that they issue no press release that could in any way be construed as being contrary to established BCTF policy, or that could be interpreted in such a way as to be detrimental to the interests of the membership. (62 AGM, p. 37) (Reviewed Dec 79 Ex, p. 15)

36.04—That the BCTF encourage and assist local associations to:

1. offer assistance to school boards in efforts to promote public understanding of the education system;

2. develop programs to use the media and other means to promote public understanding of the education system. (June 65 Consultative, p. 4) (Jan 76 Ex, p. 30)

37. PUBLICATIONS OF THE BCTF

PROCEDURES

37.02—That the *Members' Guide to the BCTF* be distributed to all members, district superintendents of schools, the BCSTA office and the Ministry of Education. (Jan 68 Ex, p. 8) (Reviewed Dec 77 Ex, p. 12)

37.04—That local associations and delegates to the Annual General Meeting have at least four full weeks prior to the opening of the Annual General Meeting in which to examine *Reports and Resolutions.* (June 72 Ex, pp. 7-8) (Oct 78 Ex, p. 9)

37.06—That *Reports and Resolutions* be distributed as follows:

1. to each school on the basis of one copy for every five members;

2. to each active member on a leave of absence, on request;

3. to each local association on the basis of one copy for each voting delegate to which the association is entitled, plus 10 additional copies;

4. to the Annual General Meeting. (June 72 Ex, pp. 7-8) (May 82 Ex, p. 17)

37.08—(a) That the minutes of RA and Executive Committee meetings be distributed to individual members who request them.

(b) That the group distribution of minutes of Executive Committee meetings be restricted to the Executive Committee, geographical representatives, presidents and secretaries of local associations, presidents and secretaries of district councils, members of the Policies and Procedures Committee, members of the Finance Committee and the chairpersons of other committees and task forces. (Jan 68 RA, p. 12) (Jan 81 RA, p. 13)

37.10—That the distribution of the minutes of the Annual General Meeting be:

1. to presidents and secretaries of local associations,

2. one copy to each school staff,

3. to geographical representatives and members of the Executive Committee. (Mar 70 Ex, pp. 3-4) (Reviewed Dec 79 Ex, p. 19)

37.12—That, as a general rule, minutes of BCTF committee meetings be restricted to those entitled to attend the meetings, corresponding members and, where appropriate, to officers and members of local committees and/or PSAs. (Sept 65 Ex, p. 3) (Reviewed Jan 76 Ex, p. 23)

37.14—(a) That copies of committee and task force reports to the Executive Committee be sent to all geographical representatives.

(b) That committee and task force minutes be distributed on a regular basis only to the committees or task forces, the Executive Committee and those geographical representatives and/or presidents who request them. (Jan 78 RA, p. 17) (Jan 81 RA, p. 13)

37.16—That mailings sent to schools in multiple copies normally be sent out on a basis of one copy for every five members (except for mailings intended for all members). (Sept 65 Ex, p. 3) (Reviewed Nov 76 Ex, p. 8)

37.18—That single copies of *Simplified Rules of Order* be available on request and that multiple copies be available to local and sub-local associations for association business. (June 75 Ex, p. 8) (Aug 76 Ex, p. 12)

37.20—That articles printed in any *BCTF Newsletter, The B.C. Teacher* and PSA newsletters and journals should bear the name of the author. (Aug 76 Ex, p. 13)

38.22—That whenever the third person singular pronoun occurs in present and future BCTF-funded publications, and when the pronoun may refer to both sexes, both male and female forms of the pronoun shall be used. (77 AGM, p. 30)

37.24—That wherever reference is made, in BCTF activities or publications, to the person chairing a meeting or a group, the word "chairperson" shall be used. (Jan 78 Ex, p. 14)

37.26—Newsletter Guidelines

1. The *Newsletter* shall be supportive of the goals, objectives, policies and procedures of the federation.

2. The *Newsletter* editor shall place the interests of the membership as a whole before those of any individual, body or interest group within the federation.

3. In its reporting the *Newsletter* shall present information comprehensively, accurately and fairly, and acknowledge mistakes when they occur.

4. The *Newsletter* shall provide a forum for the exchange of members' views.

5. All members of the federation shall have access to the Letters to the Editor section but none shall have unlimited access.

6. All letters to the editor and articles shall conform to the normal restrictions imposed by any responsible publication as to brevity, clarity, legality, and taste. Any submission which does not meet these standards may be edited to conform or returned to the author for revision.

7. If the editor decides not to publish a letter or contributed article submitted by a member, or to change it significantly, the writer and the Editorial Advisory Board shall be so notified.

8. Any member of the BCTF or its staff, or any group within the federation who or that is criticized in the *BCTF Newsletter* shall have the opportunity to respond.

9. When the editor decides that a particular issue has been discussed sufficiently the *Newsletter,* he or she shall exercise closure and so inform the Editorial Advisory Board. (Apr 79 Ex, pp. 15-16) (Oct 81 Ex, p. 9)

37.28—That the *BCTF Newsletter* not carry paid advertising. (June 82, Ex, p. 20)

38. RESEARCH

POLICIES

38.01—*That the Ministry of Education should contribute a substantial amount to educational research.* (70 AGM, p. 18) (Reviewed Dec 79 Ex, p. 15)

PROCEDURES

38.02—That as a general rule the BCTF refer to the Educational Research Institute of B.C. requests for research grants from individuals and from outside organizations. (Mar 67 Ex, p. 6) (Reviewed Jan 74 Ex, p. 13)

39. RETIRED TEACHERS

PROCEDURES

39.02—That the BCTF work with the Superannuation Branch to develop more prompt and efficient procedures for obtaining the names of retiring teachers, and for contacting each retiree about honorary associate membership and the Retired Teachers' Association. (Feb 78 Ex, p. 16)

39.04—That local associations be encouraged to contact the retired teachers living in their area and invite them to attend meetings and participate in local association activities. (Feb 78 Ex, p. 16)

39.06—That each local association be sent a list of the retired teachers living in its area, at least once each year, such lists to be obtained from the BCTF computer file of retired teachers. (Feb 78 Ex, p. 16)

39.08—That BCTF appointment calendars be sent annually to each member of the Retired Teachers' Association's executive. (Feb 78 Ex, p. 16)

39.10—That the BCTF give support and encouragement to the retirement planning program of the Retired Teachers' Association. (Nov 76 Ex, p. 7)

40. SCHOOL BUILDINGS, GROUNDS AND FACILITIES

POLICIES

40.01—*The BCTF believes that:*

1. The stated broad aims for education go beyond any narrowly defined core curriculum. School buildings, grounds and facilities should be designed to enable students to achieve these aims.

2. School buildings and equipment should provide optimum physical conditions for active learning.

3. In the design and construction of school buildings the possiblity of alterations and additions to meet changing needs must be anticipated.

4. Inadequacies in existing school buildings and equipment should be overcome.

5. Teachers should be closely involved in the planning of new buildings and of alterations and additions to existing buildings. (June 69 Ex, pp. 10-11) (Jan 77 Ex, p. 32)

40.03—*That the Ministry of Education should adopt a more generous policy in the sharing of costs of new school grounds.* (60 AGM, p. 26) (Reviewed Dec 79 Ex, p. 15)

40.05—*That the Ministry of Education should review its structure of financial assistance, to ease the burden on school districts undertaking renovations and modernization programs.* (Nov 61 Consultative, p. 6) (Jan 77 Ex, p. 32)

40.07—*That every school should be provided with comfortable and adequately furnished staffrooms that include sufficient washroom facilities for teachers.* (60 AGM, p. 33) (Reviewed Dec 78 Ex, p. 16)

40.09—*(a) That all schools that are provided with a general administrative office should also be provided with a separate principal's office.*

(b) That all schools of four rooms or more should be provided with a full-size activity room with at least a 20-foot ceiling.

(c) That, wherever an activity room is provided, dressing rooms with shower facilities should also be provided.

(d) That wherever activity rooms are built without permanent stages, adequate storage space should be provided for portable stages and equipment. (64 AGM, pp. 13-14) (75 AGM, p. 90) (May 77 RA, pp. 5-6)

40.11—*That the size, design, number and utilization of all school facilities should be determined through a process that includes consultation with the local school board, teachers' association, school community and staff.* (76 AGM, p. 57) (Oct 80 RA, p. 7)

40.13—*That school boards should plan to build schools on the basis of five-year pupil enrolment projections.* (68 AGM, pp. 22-23) (Mar 77 Ex, p. 9)

40.15—*That where portable classrooms have been purchased by a school district to provide temporary classroom space, such classrooms should not be counted as available classrooms when capital plans are being prepared.* (70 AGM, p. 28) (75 AGM, p. 90) (Reviewed Dec 79 Ex, p. 15)

40.17—*That the Ministry of Education's area allotment per pupil for general instructional space should be sufficient to meet the needs of a school's functional program.* (June 74 Ex, p. 4) (Dec 78 Ex, p. 17)

40.19—*That the School Building Manual should be reorganized to allow schools to be planned, designed and built on the basis of a functional program.* (June 74 Ex, p. 5) (Dec 78 Ex, p. 17)

40.21—*That the ministry should provide funds to local districts to upgrade facilities to be more energy efficient, and that planners should be encouraged to become more energy conscious in their planning and designing of school buildings.* (Dec 78 Ex, p. 17)

40.23—*That priority should be given to day care facilities when space becomes available in schools and is considered for alternative uses.* (May 80 RA, p. 24)

40.25—*That the school facilities manual should allow for the construction of facilities and the provision of equipment as needed to permit new curriculum implementation and new programs.* (Feb 82 Ex, p. 8)

40.27—*That the Ministry of Education should determine optimum heating, lighting, ventilation, acoustical, or other school building systems by undertaking research in this area.* (Feb 82 Ex, p. 8)

40.29—*That the Ministry of Education should encourage, through its facilities manual, the design, construction, and operation of school facilities that will also serve community needs.* (Feb 82 Ex, p. 8)

40.31—*That the size of school sites as set out in the* B.C. School Facilities Manual *should be based upon minimum rather than maximum guidelines.* (Feb 82 Ex, p. 8)

40.33—*That a school site should be developed in such a way as to maintain the natural environment as far as possible.* (Feb 82 Ex, p. 8)

40.35—*That when a local school board wishes to provide housing for teachers in a community where accommodation is not readily available, the cost of construction or acquisition should be shareable.* (Feb 82 Ex, p. 8)

40.37—*That resource centres and teacher centres should be recognized as approved instructional facilities for the purpose of sharing building costs or renovations.* (Feb 82 Ex, p. 8)

40.39—*That the shareable equipment allowances should be revised annually to reflect current costs and true inflation rate.* (Feb 82 Ex, p. 8)

40.41—*That sufficient funds should be allocated to ensure that all school facilities are provided with minimum equipment to reflect curriculum changes, developments in technology and school needs based on unusual circumstances.* (Feb 82 Ex, p. 8)

40.43—*That the B.C. School Facilities Manual should include examples of functional plans for specialist areas in the school.* (Feb 82 Ex, p. 8)

40.45—*That in schools where a proportion of students must remain at school during lunch hour, suitable space should be provided for those students to eat their lunch.* (Feb 82, Ex, p. 8)

40.47—*That the following facilities should be considered the essential minimum facilities for all schools:*

- *A general administrative office with a separate principal's office.*
- *Medical/dental room near the office.*
- *Book and paper storage room near the office.*
- *Teachers' preparation room containing reproduction equipment.*
- *Multi-purpose seminar room (this may be used by itinerant specialists). (If one or more of the above rooms must be combined in a very small school, the presence of one must not adversely affect the other. For example, noisy reproduction equipment should not be situated next to the office phone.)*
- *Separate washrooms for students and teachers.*
- *A comfortable and adequately furnished staffroom.*
- *Coat and boot space in a safe secure area.*
- *Custodial room and custodial storage areas situated around the school.*
- *A full-sized activity room or gymnasium with at least a 6-metre ceiling with adjoining shower facilities and adequate storage space for portable stages and sports equipment.*
- *A kitchen area adjacent to the activity room.*
- *Library and librarian's workroom.*
- *Audio-visual storage room adjacent to the library.*
- *Multi-purpose, instruction-sized room that may serve as a lunchroom, music room, extra classroom, etc.*
- *Learning assistance room.* (Feb 82 Ex, p. 8)

40.49—*That the School Act or regulations should contain a provision that states that all portable units leased or purchased as temporary classrooms must be equipped with the utilities and other physical facilities necessary to provide an instructional environment at least equal to regular classroom facilities available to students enrolled in the same (or similar) grade levels.* (Jan 82 Ex, p. 20)

PROCEDURES

40.02—That the BCTF encourage its members to be involved at the district level in the planning and modification of school facilities and that members be encouraged to use the Room To Learn materials for this purpose. (Feb 82 Ex, p. 8)

41. SEXUAL HARASSMENT

POLICIES

41.01—*That pupils and teachers should have the right to protection from sexual harassment.* (82 AGM, p. 29)

41.03—*That sexual harassment should be defined as:*

1. Sexual harassment is any repeated and unwelcome sexual comment, look, suggestion or physical contact that:

(a) creates an uncomfortable working or learning environment for the recipient; and/or

(b) is made by a person who knows, or ought to know, it is unwelcome.

2. Sexual harassment may be:

(a) a single sexual advance, especially made by a person in authority, that includes or implies a threat;

(b) a reprisal made after a sexual advance is rejected.

(82 AGM, p. 29)

PROCEDURES

41.02—That the BCTF take all necessary steps to ensure that no member is a victim of harassment, including sexual harassment, in his/her teaching situation. (Oct 80 RA, p. 17) (Jan 81 RA, p. 14)

41.04—That local associations should negotiate sexual harassment protection clauses that include definition and grievance procedures. (82 AGM, p. 29)

42. STATUS OF WOMEN

POLICIES

42.01—*That textbooks and all other resource materials that consistently show women and men in stereotype roles should not be condoned and should be replaced by more realistic materials in curriculum areas where such deficiencies are detrimental to the optimum development of young people.* (73 AGM, p. 23) (Reviewed Dec 77 Ex, p. 12)

42.03—*That the BCTF encourage, through its representation on the Joint Board of Teacher Education, the initiation and revision of courses at post-secondary centres to ensure that teachers become aware of the effects of discrimination based on sex, race, religion, age, handicaps and economic status.* (75 AGM, p. 34) (Reviewed Dec 79 Ex, p. 15)

42.05—*That each school board in the province should examine the status of female students and teachers in the school district, and develop a program to eliminate sex discrimination in that district.* (78 AGM, pp. 37-38)

42.07—*That the federal government should be concerned with the image of women that the media portray, and should take steps through the Canadian Radio and Television Commission to eliminate programs and advertisements that are derogatory to women.* (June 74 Ex, p. 7) (Reviewed Dec 78 Ex, pp. 16-17)

42.09—*That the federal government should implement an affirmative action plan that will enforce the equal treatment of women:*

The affirmative action plan:

1. means any program, scheme, or schedule that leads to a full equality between men and women in all aspects of employment and education, including hiring, promotion, superannuation, training and retraining, and access to jobs.

2. is a recognition by the recipient of federal government monies that the onus of responsibility for ending sexual inequality in society rests fully upon these institutions, organizations, government departments, crown corporations, government commissions, boards and agencies, people or companies, not on the individual. (June 74 Ex, p. 7) (Reviewed Dec 78 Ex, pp. 16-17)

42.11—*That the provincial government should enact affirmative action legislation that will lead to full equality between men and women in all aspects of employment and education including hiring, promotion, superannuation, training and retraining, and access to jobs.* (75 AGM, pp. 35-38) (Reviewed Dec 79 Ex, p. 15)

Note: An affirmative action plan is any program, scheme, or schedule that leads to full equality between men and women in all aspects of employment and education, including hiring, promotion, superannuation, training and retraining, and access to jobs. It is a recognition by the recipient of provincial government monies that the onus of responsibility for ending sexual inequality in society rests fully on these institutions, organizations, government departments, crown corporations, government commissions, boards and agencies, people, or companies, not on the individual. (Wording taken from B.C. Bill 37, Affirmative Action Plan.)

42.13—*That the BCTF not maintain membership in any organization that limits its membership by sex, race or creed.* (Sept 74 Ex, p. 18) (Reviewed Dec 79 Ex, p. 19)

42.15—*That, in accordance with the B.C. Human Rights Code, all courses, programs, activities and clubs sponsored by schools shall be open to all students, regardless of sex.* (75 AGM, p. 32) (Reviewed Dec 79 Ex, p. 15)

42.17—*That the counsellors shall not be assigned to students on the basis of sex, but that counsellors of both sexes shall be available.* (75 AGM, p. 33) (Reviewed Dec 79 Ex, p. 15)

42.19—*That the School Act should be amended to ensure that no student be denied, on the basis of sex, access to any course offered by a public school.* (76 AGM, p. 51)

42.21—*That the BCTF promote and foster, through integrated physical activity programs, the acquisition by all students of lifetime physical fitness skills. Definition: integrated physical activity programs are those in which a student will learn and develop activities that will foster good physical health throughout a lifetime and that may become an integral part of an individual's lifestyle.* (76 AGM, p. 51)

42.23—*That the BCTF support any public school physical activity program that encourages the participation of all students, regardless of sex or skill level.* (76 AGM, p. 52)

42.25—*That the BCTF support the right of females regardless of age, marital status, income or geographical location to:*

(a) have access to a full range of information, counselling and medical services with respect to their health and well-being.

(b) decide whether or when to have children. (81 (AGM, p. 17)

42.27—*That the BCTF support the principle of any male's right, regardless of age or marital status, to birth control information and services.* (Feb 82 RA, p. 18)

42.29—*That the CTF should seek to have abortion removed from the Criminal Code of Canada.* (81 AGM, p. 33)

PROCEDURES

42.02—That each local association be encouraged to elect one person to act as a contact with the Status of Women Committee and the BCTF staff member, and to assist them in working toward an improvement in the status of women in the government of the BCTF and in education in B.C. (73 AGM, p. 22) (Reviewed Dec 77 Ex, p. 12)

42.04—That the BCTF investigate any cases of discrimination in the public education system of B.C. (May 73 Ex, p. 3) (May 80 Ex, pp. 9-10)

42.06—That the BCTF encourage women to increase their participation in the decision-making bodies of the federation and the education system. (May 80 Ex, pp. 9-10)

42.08—That the BCTF encourage an equitable distribution of males and females throughout the education system. (May 80 Ex, pp. 9-10)

42.10—That local associations should include status of women contact persons as members of their executive committees. (Jan 75 Ex, p. 26) (Reviewed Dec 79 Ex, p. 19)

42.12—That local association professional development committees, in liaison with status of women committees, be encouraged to develop in-service education programs to make teachers, students and parents more aware of sex stereotyping. (75 AGM, p. 34) (Reviewed Dec 79 Ex, p. 15)

42.14—That BCTF representatives on local and provincial curriculum revision committees work to ensure that, where applicable, the history of women's struggles, their contributions to society, and their present status be included in revised curricula. (75 AGM, pp. 34-35) (Reviewed Dec 79 Ex, p. 15)

42.16—That the BCTF encourage each local association to strike a committee to develop integrated physical activity programs designed to emphasize participation and the acquisition of lifetime physical fitness skills. (76 AGM, p. 51)

42.18—That local associations be encouraged to establish status of women standing committees, with appropriate funding. (77 AGM, pp. 29-30)

42.20—That each local association be encouraged to develop structured programs to equalize learning and working opportunities for male and female students and teachers. (Jan 78 Ex, p. 14)

42.22—That the BCTF defend the right of women, regardless of marital status, to be employed on the same basis as men. (78 AGM, pp. 12-13)

43. STRIKES OF NON-TEACHING EMPLOYEES

POLICIES

43.01—*That the School Act should be amended to provide that:*

"A board may not, however, suspend a teacher by reason only of his/her refusing to work;

"(a) during a strike of non-teaching school board employees which is not contrary to the Labor Code of British Columbia Act; or

"(b) as a result of a lockout." (Jan 76 RA, p. 10)

43.03—*That the School Act should be amended to recognize the right of teachers to withdraw their services in schools or school districts where hired strikebreakers are employed by the school board or its agents.* (May 73 RA, p. 5)

PROCEDURES

43.02—That in any strike by non-teaching school board employees or in any lockout, teachers should be guided by the following statement:

The strike is a culmination to inconclusive contract negotiations. It is the legal recourse of employees. Teachers should respect the position of the striking employees who are exercising their rights prescribed in law. Teachers should not cross a picket line unless there has been prior authorization to do so by the local teachers' association. If permission to cross the picket line has been given, teachers should not perform the duties normally undertaken by the striking employees. Furthermore, they should not expect their students to perform those duties. (Aug 66 Ex, pp. 1-2) (May 77 RA, p. 26)

43.04—That following procedure 43.02, should a local association not authorize the crossing of a picket line, the BCTF will defend the members concerned by:

1. making available such legal aid as is required under the circumstances;

2. providing at the discretion of the Executive Committee, financial aid;

3. bringing to bear all appropriate political influence and pressure available to it. (Jan 81 RA, p. 13)

43.06—(a) When a school board uses strikebreakers, the local association is justified in refusing to work.

(b) That the decision as to whether or not members will work when a school board uses strikebreakers during a strike or lockout is the responsibility of the local association concerned.

(c) That should a local association determine that its members will be justified in refusing to work when a school board uses strikebreakers during a strike or lockout, the BCTF will defend members concerned by:

(i) making available such legal aid as required under the circumstances;

(ii) providing, at the discretion of the Executive Committee, financial aid;

(iii) bringing to bear all appropriate political influence and pressure available to it. (Jan 78 RA, pp. 8-9) (June 79 RA, p. 11)

43.08—A strikebreaker is a person who performs any of the duties during a strike or lockout that would normally be done by those persons who are on strike or locked out. (Jan 76 RA, p. 8)

44. SUBSTITUTE TEACHERS

POLICIES

44.01—*That no student teacher or any other person without a valid B.C. certificate or letter of permission should be assigned to a class as a substitute teacher except where hiring a qualified substitute is impossible.* (71 AGM, p. 10) (Reviewed Dec 79 Ex, p. 15)

44.03—*That a substitute teacher's functions should be the same as those of the teacher for whom he/she is substituting, i.e., to give tuition or instruction or to administer or supervise instructional service in a public school. Specialized functions, such as tutoring, would be performed only if these were part of the regular teacher's duties.* (Dec 75 Ex, p. 17) (Reviewed Dec 79 Ex, p. 19)

44.05—*(a) That certificated, qualified teachers should be used as substitute teachers.*

(b) That a list of qualified substitute teachers should be provided for each school in the district.

(c) That only if no qualified substitute teacher is available should an unqualified person be employed.

(d) That school boards employing non-certificated substitute teachers should be required to apply for letters of permission for such persons under section 5(b) of the School Act. (Jan 78 Ex, p. 5) (June 79 Ex, p. 13)

44.07—*That appropriate pre-service and in-service training programs should be provided in every school district for substitute teachers and for the teachers with whom they work.*

1. The development and planning of these programs should be the responsibility of the local school board in consultation with the local association.

2. The funding of these programs should be the responsibility of the local school board. (Dec 75 Ex, p. 18) (Reviewed Dec 79 Ex, p. 19)

44.09—*That substitute teachers who do not have teaching certificates be encouraged by their local associations to work toward obtaining such certification.* (Dec 75 Ex, p. 19) (Reviewed Dec 79 Ex, p. 19)

44.11—*That substitute teaching assignments should be recognized as teaching experience for purposes of placement on the salary scale, with 160 days of substitute teaching being equivalent to one year of regular teaching.* (Dec 75 Ex, p 19) (Mar 81 Ex, p. 10)

44.13—*That local associations make every effort to include substitute teachers in the collective agreement.* (Dec 75 Ex, p. 20) (June 80 Ex, p. 13)

44.15—*That the per diem rate for substitute teaching should be 1/200th of the position on the salary scale for which the substitute teacher is qualified by education and experience.* (Dec 75 Ex, p. 20)

44.17—*That holiday pay should be paid to substitute teachers as specified in the* Annual and General Holidays Act. (Dec 75 Ex, p. 20)

44.19—*That substitute teachers with teaching certificates or letters of permission should be compulsory members of the BCTF.* (79 AGM, pp. 17-18)

PROCEDURES

44.02—That when any member is absent on BCTF business, a qualified substitute or part-time teacher should be employed. (Dec 58 Ex, p. 2) (Jan 78 Ex, p. 3)

44.04—That local associations make provision for associate membership for substitute teachers who have been accepted as associate members of the BCTF. (June 75 Ex, p. 6) (Reviewed Dec 79 Ex, p. 19)

44.06—That local associations be encouraged to make provision for substitute teachers to participate in local association activities, particularly in in-service education activities. (June 75 Ex, p. 6) (Reviewed Dec 79 Ex, p. 19)

44.08—That substitute teachers who are members of the local association should have access to all other in-service programs on the same basis as other teachers. (Dec 75 Ex, p. 18) (Reviewed Dec 79 Ex, p. 19)

44.10—That each school staff should be responsible for providing substitute teachers with a practical written guide outlining the routine and emergency procedures followed at that school. (Dec 75 Ex, p. 19) (Reviewed Dec 79 Ex, p. 19)

44.12—That each school staff should ensure that substitute teachers are made to feel that they are welcome additions to the teaching staff. (Dec 75 Ex, p. 19) (Reviewed Dec 79 Ex, p. 19)

44.14—That where a substitute teacher who is a BCTF associate member works in more than one school district, the substitute shall choose the local association of which he/she shall be a member. (Feb 78 Ex, p. 8) (Reviewed Dec 79 Ex, p. 19)

45. TEACHER COMPETENCE

POLICIES

45.01—*That the teachers of B.C. accept the responsibility of maintaining through a collegial process the competence of their colleagues.* (74 AGM, p. 14) (Reviewed Dec 79 Ex, p. 15)

45.03—*Criteria for Teacher Evaluation (See also Appendix A.)*

1. The teacher seeks such knowledge of his/her pupils and their unique situations as may be needed to further their educational growth.

To promote the educational growth of students, the teacher has a primary obligation to become professionally acquainted with each one. This would include becoming knowledgeable about the student's physical, mental and emotional development, and might include knowledge of his/her family and cultural background.

For educational purposes the needed information may be obtained by close observation of the students, by consulting counsellors, principals, nurses, or parents, and by using whatever records are available in the school.

Clause 2 of the code of ethics states, "The teacher respects the confidential nature of information concerning pupils and may give it only to persons or agencies directly concerned with their welfare."

2. The teacher plans with definite purposes and clear objectives in mind, communicates these purposes and objectives to the students, and assesses the immediate results and long-term outcomes in terms of these purposes and goals.

In both short-term and long-range planning, the teacher correlates his/her objectives with the goals of the school and the community. Where feasible and desirable, teachers encourage student participation and involvement in the planning. The goals that result from this planning should be conveyed at appropriate times to the student. Often a simple statement at the beginning of the lesson will satisfy this criterion.

Bearing in mind the capabilities of individual students, the teacher assesses progress according to the degree of attainment of the planned objectives.

3. With due consideration for individual differences, the teacher attempts to involve students in experiences and activities designed to develop skills and stimulate thought.

The teacher assigns day-to-day tasks with consideration of individual and group capabilities and needs. He/she builds upon previously acquired knowledge and skills. The tasks should challenge the student to the level of his/her ability and should be related to the objectives of the program.

The teacher recognizes that student involvement is a natural outcome of well-developed lessons. His/her skill is the awareness of the degree to which he/she finds students becoming "involved" in the attainment of the objectives that have been designed.

4. The teacher provides opportunity for questioning, speculation and originality.

Teachers consider and employ a variety of instructional techniques, not only to provide the student with an opportunity to ask questions of the teacher but also to permit students to share their growing knowledge and resulting speculation.

Regardless of the technique chosen, a teacher encourages original thinking by every student and a sharing of the resulting knowledge with his/her fellow students.

5. The teacher endeavors to keep his/her knowledge current and his/her teaching techniques effective in the subject areas he/she undertakes and agrees to teach.

Teachers maintain a contemporary position in education by reading articles, by discussions with colleagues, by visiting other classrooms, by taking part in in-service programs, and/or by taking refresher courses.

The onus is on the professional person to know the conditions under which he/she accepts the task. Whenever possible, a teacher teaches in that area for which he/she is best prepared.

6. The teacher practises classroom management suitable to the immediate educational objectives and the learning environment of the school.

This criterion should not be interpreted as endorsement of a repressive tone in any school or classroom.

However, an important aspect of the accountability of teachers is their acceptance of the necessity to be in charge of their classes. This is a *purposeful concept* that is related to the objectives of the lesson and the needs of the pupils. A second important aspect of classroom management is the responsibility to exercise sufficient supervision to prevent disturbance of other classes.

7. The teacher attempts to establish and maintain a mutual respect between himself/herself and his/her pupils.

Educational growth develops in a climate of mutual respect: teachers listen to students with empathy, preserve their confidences, and deal with them honestly and with integrity.

Clause 1 of the code of ethics states, "The teacher speaks and acts toward pupils with respect and dignity, and deals judiciously with them, always mindful of their individual rights and sensibilities." (May 72 RA, p. 15) (Feb 74 RA, p. 7) (Reviewed Dec 79 Ex, p. 18)

45.05—*That the procedures for the use of the criteria of competence in teacher evaluation, including role definitions and terms of appointment, be adopted as a set of procedures for use on a permissive basis.* (74 AGM, p. 15) (Reviewed Dec 79 Ex, p. 18)

45.07—*That the Executive Committee be instructed to seek legislation to enable the implementation on a permissive basis of procedures using a collegial process. It shall be the decision of a school staff as to whether the procedures are used in a school.* (74 AGM, p. 15) (Reviewed Dec 79 Ex, p. 18)

45.09—*That, subject to endorsement by the BCTF Executive Committee, school staffs be assisted to evolve and implement on an experimental basis alternative procedures within the collegial model.* (74 AGM, p. 16) (Reviewed Dec 79 Ex, p. 18)

45.11—*That the BCTF is opposed to competency exams for practising teachers.* (Jan 82 Ex, p. 24)

46. TEACHER EXCHANGE

POLICIES

46.01—*That the BCTF favor educational visitations between countries and be ready to participate in exchanges arranged by CTF.* (59 AGM, pp. 41-42) (72 AGM, p. 11) (Reviewed Nov 76 Ex, p. 8)

46.03—*That the BCTF encourage the exchange of teachers within the province.* (Oct 77 RA, p. 43)

PROCEDURES

46.02—That local associations ensure that exchange teachers are invited to local association activities, and are encouraged to play an active role in school and local association affairs. (Oct 77 RA, p. 43)

46.04—That local associations negotiate with the school board for the exchange teacher to have time and opportunity to visit other schools and classes in the district. (Oct 77 RA, p. 43)

46.06—That the BCTF continue its efforts to have B.C. exchange teachers granted the right to be out-of-province more than 12 months without losing their eligibility for provincial medical insurance coverage. (Oct 77 RA, p. 43)

47. TEACHER TENURE

Note: See also section 27, Part-Time Teaching.

A. GENERAL

POLICIES

47.A.01—*That the BCTF endorse the five basic rights of teachers (in disciplinary matters) accepted by the UNESCO special inter-governmental conference on the status of teachers.*

Note: The five rights are:

1. the right to be informed in writing of the allegations and the grounds for them;

2. the right to full access to the evidence in the case;

3. the right to defend themselves and to be defended by representatives of their choice, adequate time being given to teachers for the preparation of their defense;

4. the right to be informed in writing of the decisions reached and the reasons for them;

5. the right to appeal to clearly designated competence authorities or bodies. (Sept 70 Ex, pp. 14-15) (Reviewed June 80 Ex, p 13)

47.A.03—*That the BCTF oppose the termination of the appointment of or the cancellation of the certificate of any member unless the federation is satisfied with the procedures that led to and the reasons that prompted the cancellation and/or termination.* (55 AGM, p. 4) (73 AGM, p. 71)

47.A.05—*That when a teacher is appointed to a position of special responsibility and is later relieved of that position, pursuant to the provisions of the School Act, or resigns from that position, tenure as a teacher should be retained.* (Jan 73 Ex, p. 7)

47.A.07—*That section 120(1) of the School Act should be amended by adding the sentence, "If the transfer is made to another school, the notice shall state the reason for the transfer," and by deleting the word "seven" and inserting the word "fourteen."*

Section 120 (1) would then read: "A Board may transfer a teacher from one assignment under clause (e) of subsection (1) of section (9) to an other school at any time by giving at least fourteen days' notice in writing to the teacher of the transfer. If the transfer is made to another school, then the notice shall state the reason for the transfer." (73 AGM, p. 76)

47.A.09—*That section 120 (2) of the School Act should be amended by changing the word "seven" to "fourteen" so that 120 (2) reads: "Within fourteen days after receiving notice of transfer, the teacher may request, in writing, an interview with the Board."* (73 AGM, p. 76)

47.A.11—*That any teacher subject to transfer under section 120 of the School Act shall be notified in writing of the grounds for the transfer and shall have access to an appeal process to a tribunal with authority to approve or reverse the decision to transfer.* (May 75 RA, p. 31) (Reviewed June 80 Ex, p. 13)

47.A.13—*That the BCTF supports a process whereby nominations to an ad hoc board to review a transfer are promptly submitted by the BCTF and BCSTA when the need arises, with the nominee of the BCTF and the nominee of the BCSTA authorized to select a chairperson.* (Nov 76 Ex, p. 3)

47.A.15—*That, within a school district, any teacher transfer resulting from declining enrolment should be made on the basis of a written agreement between the local association and the local school board. Such an agreement should embody transfer criteria and due process procedure.* (77 AGM, p. 14)

47.A.17—*That the School Act should be changed to delete the section that allows for the dismissal of teachers when a program, school or room is closed down, so that tenure protection will be extended to all teachers.* (81 AGM, p. 9)

47.A.19—*That section 107 of the School Act should be amended in such a way that it provides for appeal, and that in framing the legislation the government should set up the procedures in consultation with the BCTF.* (74 AGM, pp. 63-64) (Reviewed June 80 Ex, p. 13)

47.A.21—*That the School Act and Regulations should be amended so that teachers appointed under temporary contract receive the following protection:*

1. Superintendents shall write or cause to be written a report on temporary appointees.

2. If reports are satisfactory, temporary appointees should be given the right of refusal for any appropriate continuing positions that become available. (76 AGM, p. 68)

47.A.23—*That any position arising in a school district during any unresolved district-wide dispute be considered to have arisen from the dispute.* (May 77 RA, p. 26)

47.A.25—*That the BCTF oppose the firing of any teacher in publicly financed schools because of his/her religious beliefs.* (Jan 78 RA, p. 12)

47.A.27—*That the procedures for appointment of members of a review commission should be as follows:*

1. That lists of nominees be obtained from the BCTF and BCSTA as provided for in section 130 of the School Act.

2. That the Ministry of Education prepare a list of potential chairpersons from among persons employed during the previous five years by a school board, a college, university or other educational institution or organization established under the School Act or Universities Act.

3. That when a teacher requests the Minister of Education to establish a review commission to review a termination of appointment the following steps be followed:

(a) The BCTF shall select from its list of nominees one person to serve.

(b) The BCSTA shall select from its list of nominees one person to serve.

(c) That the two persons selected in accordance with (a) and (b) above shall select a chairperson from the list of nominees provided by the ministry. (June 80 Ex, pp. 25-26)

47.A.29—*That review commissions should be given the discretion to vary decisions of school boards concerning terminations of appointment.* (June 80 Ex, p. 26)

47.A.31—*That the School Act and its regulations concerning teacher suspension should be amended as follows:*

1. To remove the requirement that a teacher must *be suspended before being called to meet with the school board concerning all alleged misconduct.*

2. To provide that particulars of charges and supporting evidence will be given when the disciplinary process is commenced.

3. To provide that the board shall appoint a date within seven days when the teacher shall have the opportunity of meeting with the superintendent of schools and the board, or the superintendent and a committee of the board, with provision that the teacher may delay the meeting for up to 14 days in order to provide more time for preparation. (82 AGM, pp. 49-50)

PROCEDURES

47.A.02—That, in view of the changing requirements for certifica-

tion and qualifications, the BCTF affirm its support for the protection of the jobs of all members with a permanent EB certificate or better.
(May 71 RA, pp. 14-15)
(Reviewed June 80 Ex. p. 13)

47.A.04—That each local association be urged to negotiate with its school board the formation of a committee with at least 50 per cent representation from teachers for the purpose of resolving problems arising from, and promoting fair and just practices in, matters relating to the appointment, assignment, transfer, suspension and dismissal of teachers.
(May 71 RA, pp. 15-16)
(73 AGM, p. 71)

47.A.06—That should any BCTF member, who is a teacher on permanent staff, be dismissed for reasons other than misconduct or incompetence, the BCTF Executive Committee, after consultation with the local association, may withdraw services from a school or schools in the district.
(May 72 RA, p. 16)
(73 AGM, p. 71)
(Reviewed June 80 Ex. p. 13)

B. NEWLY APPOINTED TEACHERS

POLICIES

47.B.01—*(a) That the staff of a school or a staff committee where it exists should be fully involved in the hiring of teachers so that they have greater responsibility and accountability for their staffs.*

(b) That special efforts should be made by the staff of a school or a staff committee where it exists to give beginning teachers:

1. appropriate assignments within their areas of training and expertise;

2. a lighter load, both in small classes and in time off for preparation and in-service;

3. adequate assistance and guidance from the school administration, supervisory and consultant personnel, and assigned experienced teachers;

4. orientation sessions to the district, sponsored by the staff committees and local associations.

(c) That local association members should accept responsibility for assisting new staff members to adjust socially and professionally throughout the year.
(73 AGM, p. 71)
(75 AGM, p. 90)
(Oct 78 RA, p. 10)

Note: The following statement about the placement of teachers in their first year of teaching after certification has been approved by both the BCTF and the B.C. School Trustees Association.

The importance of the first year's experience for teachers cannot be overstressed. Many mistakes both of omission and commission could be avoided if teachers new to the profession were welcomed, informed, placed in suitable positions and given appropriate advice and encouragement.

First-year teachers should be given assignments within their area of expertise and training. Unless they are extremely well-qualified or unless very exceptional circumstances prevail, they should not be assigned to teach in kindergarten or Grade 1, take counselling or learning assistance positions, or take responsibility for classes that contain children suffering from severe learning disabilities or behavioral problems.

If it can be avoided, first-year teachers should not be assigned to split classes, nor should they be given work involving a large number of subjects or grades.

It would be of help to first-year teachers if a system of advice and assistance were established involving district staff, principals and experienced colleagues. Extra days for in-service work and for visiting the classrooms of experienced teachers working on similar assignments are recommended. Orientation sessions have proved helpful in districts where they have been initiated.

School boards and local associations of teachers can both play an important part in making the first year of experience for teachers a rewarding and challenging one.

47.B.03—*That written reports on the work of newly appointed teachers should:*

1. be given early in the school year;

2. be of a constructive nature;

3. occur several times over the school year.
(Feb 72 RA, p. 13)
(June 74 Ex, p. 22)

47.B.05—*That new appointees to a position should:*

1. keep a record of visits by supervisory personnel;

2. explain any unusual aspects of the class;

3. discuss the visit with the supervisory person;

4. request a written note of the visit prior to or after the discussion;

5. request an opportunity to read a draft report before the final report is typed;

6. make certain that unusual circumstances are accounted for in the final report;

7. request that the report reflect any discrepancy between the teaching assignment and the teacher's professional training and preference;

8. request assistance from the BCTF if they have any difficulties along the way.
(Dec 73 Ex, p. 7)
(Reviewed June 80 Ex, p. 13)

47.B.07—*That amendmens should be made to the School Act and/or its regulations to provide for the following:*

1. That a notice to place a teacher on probationary appointment be issued only after consultation with the superintendent of schools and consideration of a report issued by the superintendent (or director of instruction) and a report issued by the principal, where the school is one to which regulation 95 applies.

2. That the teacher receive at least seven days' notice of an intention to place the teacher on a probationary appointment so that the teacher may prepare for a hearing before the board of school trustees.

3. That where a teacher is placed on a probationary appointment, the superintendent shall provide the teacher with a statement specifying the areas of concern, specific suggestions for improvement and systematic means whereby the teacher may be given aid by personnel and by supplying additional materials.

4. That the teacher's progress shall be objectively evaluated throughout the probationary period by the superintendent.

5. That a board may give notice to terminate a probationary appointment only after considering a report by the superintendent (or director of instruction) that was issued during the period of probationary appointment, and if the probationary appointment continues into the succeeding school year, after considering also a report issued by the principal during the period oj probationary appointment.

6. That if the probationary appointment is terminated because the learning situation is considered less than satisfacotry, the termination shall take effect at the end of a school term.

7. That within 10 days of receiving a notice of the board's intention to terminate his/her probationary appointment, the teacher may request a meeting with the board or a committee of the board and that the board shall not proceed with the termination until after the meeting.

8. That a teacher whose probationary appointment has been terminated by a board, may within 10 days of receipt of the notice of termination request the minister to direct that a review committee consider the termination.

9. That the review committee shall investigate and review the matters referred to it, and confirm or reverse the action of the board, and the decision of the review committee shall be final and binding on the teacher and the board.
(82 AGM, pp. 50-52)

C. TEACHERS ON TEMPORARY APPOINTMENTS

47.C.01—*That the regulations of the School Act re temporary appointments should be rigidly adhered to.*
(Mar 79 Ex, p. 11)

47.C.03—*That anticipated decline in student numbers is not a justification for making temporary appointments.*
(79 AGM, p. 39)

D. TEACHERS PLACED ON PROBATION

POLICIES

47.D.01—*That a teacher who has his/her probationary appointment cancelled should have the right to an appeal process consistent with that available to other teachers under sections 129 and 130 of the School Act.*
(Dec 80 Ex, p. 3)

47.D.03—*That teachers on probation should have the right to meet with their school boards and district superintendents within 20 days of being placed on probation.*
(74 AGM, pp. 81-82)
(Reviewed June 80 Ex, p. 13)

47.D.05—*That written notice of intention to terminate any probationary or non-tenure appointment should be given prior to Easter.*
(Sept 68 RA, pp. 5-6)
(73 AGM, p. 71)
(Reviewed June 80 Ex, p. 13)

47.D.07—*That the teacher should have the right to a hearing before*

his/her employers on the reasons for termination of his/her appointment.
(Sept 69 RA, pp. 5-6)
(73 AGM, p. 71)
(Reviewed June 80 Ex, p. 13)

48. TEACHING PROFESSION ACT

POLICIES

48.01—*That the legislature should pass a Teaching Profession Act that will govern the rights and responsibilities of the teaching profession.*
(73 AGM, p. 14)
(79 AGM, p. 28)

48.03—*That the Teaching Profession Act should be based on the following principles:*

1. All teachers in the public schools of B.C. should be required, as conditions for practising their profession to:

(a) hold teaching certificates,

(b) be accepted for membership in the B.C. Teachers' Federation.

2. There should be a teacher certification board.

(a) The majority of members should be appointed from persons nominated by the BCTF.

(b) The teacher certification board should have the authority to issue teaching certificates.

(c) On advice of the Joint Board of Teacher Education and subject to appeal to the Minister of Education, the teacher certification board should approve training programs that would qualify student-teachers for certification.

3. Subject to approval of the Lieutenant-Governor in Council, the BCTF should have the authority to establish procedures for the evaluation of the competence of its members.

(a) The BCTF should have the authority to adopt rules for assessing the competence of teachers.

(b) The BCTF should have the authority to:

(i) require remediation of teachers judged to be incompetent,

(ii) suspend the membership of such teachers for specified periods,

(iii) cancel the membership of such teachers.

(c) BCTF members suspected of incompetence should be guaranteed due process, including the right of appeal to clearly designated competence authorities within the federation and to the B.C. Court of Appeal.

4. The BCTF should govern the ethical behavior of its members.

(a) The BCTF should maintain procedures for enquiring whether any member is guilty of dishonesty, infamous or unprofessional conduct, a breach of the Teaching Profession Act or of the rules of the federation, conduct harmful or prejudicial to the standards of the teaching profession, or a violation of the code of ethics.

(b) The BCTF should have the authority to:

(i) reprimand any teacher found guilty of the offences listed above;

(ii) suspend the membership of such teachers for specific periods of time; or

(iii) cancel the membership of such teachers.

(c) BCTF members suspected of unethical behavior should be guaranteed due process, including the right of appeal to clearly designated authorities within the federation and to the B.C. Court of Appeal.

5. Local associations should be able to negotiate and enter into agreements with their school boards regarding salaries, bonuses and conditions of work.

6. School boards should consult with local associations and representatives of schools concerned before deciding on staffing requirements.

7. Teachers should be responsible for the education programs and learning situations designed for the pupils assigned to their charge.

(a) Teachers should consult with colleagues, pupils, and if practical, with parents or guardians of pupils and any other social agency concerned with the welfare of pupils.

8. Subject to the provisions of the School Act, teachers should be responsible for all aspects of the teaching and learning activities conducted by schools.
(Oct 80 RA, pp. 5-6)

PROCEDURES

48.02—That local associations continue to be encouraged to discuss the proposed act with their school trustees, preferably in the presence of district superintendents and secretary-treasurers. (Jan 76 Ex, p. 14)

48.04—That the Teaching Profession Act be identified as a major priority of the Executive Committee and that it remain so until accepted or rejected by the minister of education. (Jan 76 Ex, p. 14)
(May 76 RA, p. 16)

49. UNEMPLOYED TEACHERS

POLICIES

49.01—*That the BCTF rejects the contention that there is an oversupply of teachers.*
(Oct 71 RA, p. 6)
(June 79 RA, p. 11)

49.03—*That the Ministry of Education should urge school boards to give preferential hiring priority firstly to continuing and secondly to temporary teachers whose contracts have been terminated in B.C.*
(June 82 RA, p. 21)

49.05—*That teachers should be hired from outside B.C. only if teachers from within B.C. with appropriate training are not available.*
(June 82 RA, p. 21)

PROCEDURES

49.02—That all local associations be encouraged:

(i) to establish a local register of unemployed teachers;

(ii) to advertise among those teachers such positions as may become open in night schools and summer schools;

(iii) to urge employed teacher members to give first access to summer and night school positions to unemployed teachers. (Oct 71 RA, p. 18)
(June 79 RA, p.11)

49.04—That the Executive Committee be authorized to expend up to $100,000 from the reserve fund to fund programs to meet the needs of teachers who are unemployed, and that these needs be determined and programs developed in consultation, as appropriate, with local associations. (June 82 RA, p. 21)

50. UNEMPLOYMENT INSURANCE

POLICIES

50.01—*That the sole purpose of unemployment insurance is to protect persons against a demonstrable and significant risk.* (June 83 Ex, p. 18)
(Reviewed Mar 77 Ex, p. 7)

50.03—*That the BCTF seek to have UIC maternity benefits apply in cases of adoption.*
(78 AGM, p. 21)

PROCEDURES

50.02—That the BCTF not provide financial assistance for travel to and attendance at UIC appeal hearings unless prior authorization is obtained from the president and first vice-president. (Oct 73 RA, p. 8)
(Jan 79 RA, p. 14)

51. WORKING AND LEARNING CONDITIONS

A. GOALS AND PRINCIPLES

POLICIES

51.A.01—*That the BCTF foster effective teaching and learning conditions throughout the province.*

Those conditions should provide:

1. For each student:

(a) The guidance and assistance of a qualified professional teaching staff.

(b) Access to varied and suitable learning materials.

(c) A physical environment suited and equipped for the learning planned in that environment.

(d) A learning environment that encourges active involvement and provides a wide range of first-hand experiences.

2. For each teacher:

(a) The opportunity and time to fulfill his/her role as a professional educator.

(b) Time to plan and organize; time to work with colleagues; time to work with parents; time for career development; time to think.

(c) Protection from excessive and extraneous demands upon his/her time and professional skills.

(d) Adequate space suitable for planning, preparation, marking,

conducting interviews and meeting with students, parents, associated professionals, paraprofessionals and colleagues.

(e) The autonomy to spend a portion of the school's budget for materials and supplies according to his/her professional judgment.

(f) Recognition of the principle of equalizing the load of staff members in the school.

3. For both students and teachers:

(a) Limitations should be established on class size to improve educational situations.

(b) Essential class space, texts, equipment and minimum materials and supplies should be provided before the start of any course.

(69 AGM, pp. 19-20)
(75 AGM, pp. 12-13)
(Reviewed Jan 80 Ex, p. 6)

51.A.03—*That schools should be organized to use professional staff only for professional tasks.*

1. Analysis and control of the learning environment should be the prime function of professional staff.

2. Routine duties resulting from logistical and evaluation procedures needed to support the teaching process should be carried out by auxiliary personnel.

(69 AGM, p. 20)
(Reviewed Dec 78 Ex, p. 16)

51.A.05—*That the school is a basic educational unit. A desirable situation exists when each school has:*

1. An adequate number of highly qualified teaching and support staff.

2. An adequate amount of instructional space that may be flexibly organized to accommodate various sized instructional groups.

3. An adequate budget for instructional materials and supplies, with autonomy for the professional staff of the school in the spending of a significant portion of that budget.

*4. A well-equipped library or resource centre.**

**See Appendix B.*

(75 AGM, pp. 13-14)
(May 75 RA, p. 18)

51.A.07—*A desirable class size and teacher assignment situation exists when:*

1. A class does not exceed 15 pupils.

2. A special class does not exceed 10 pupils.

3. There are no special limitations or extensions associated with courses within the secondary teacher's assignment, and the average daily student load does not exceed 120.

4. The teacher's weekly instructional assignment does not extend beyond 20 hours.

(69 AGM, pp. 20-21)
(79 AGM, p. 6)

51.A.09—*That laboratory-oriented science classes should not exceed 24 pupils.*

(May 76 RA, pp. 6-7)
(Mar 78 Ex, p. 10)

51.A.11—*That the maximum class size in any workshop should be 20 pupils.*

(May 76 RA, p. 7)
(May 78 RA, p. 14)

51.A.13—*That provision should be made for all elementary and secondary schools to have teacher-counsellors.* (Oct 75 Ex, pp. 23-24)

51.A.15—*That class size in kindergarten and years 1, 2 and 3 should be the lowest of any level in the K to Grade 12 continuum.*

(Oct 75 Ex, p. 25)

51.A.17—*That the equipment and facilities used in business education skill courses should adequately reflect those in the business community.* (June 79 Ex, p. 10)

51.A.19—*That the maximum class size for any secondary English class should be 25 pupils.* (June 79 Ex, p. 10)

B. BASIC WORKING AND LEARNING CONDITIONS RIGHTS

POLICIES

51.B.01—*That school district working and learning conditions should be set by a process of collective bargaining between the local association and board of school trustees.* (76 AGM, p. 31)

51.B.03—*That the BCTF shall annually issue and endeavor to enforce a Declaration of Basic Working and Learning Conditions Rights, Prerogatives and Obligations.* (76 AGM, p. 31)

51.B.05—Declaration of Basic Working and Learning Conditions Rights, Prerogatives and Obligations

PREAMBLE

The following Declaration is a statement of policy representing the collective professional opinion of members of the B.C. Teachers' Federation. It is intended to provide a provincial standard of working and learning conditions, violation of which provides grounds for filing a grievance even when there is no violation of locally established criteria. Resolution of a grievance where conflicting criteria exist must be based on evidence that the situation is, as stated in subsection 5.4, "detrimental to the educational welfare, health or safety" of those students in the grievor's care.

1. FIELD OF APPLICATION

1.1 *The following Declaration establishes basic working and learning conditions for BCTF members.*

1.2 *It is expressly understood that the terms of this Declaration are subject in each school district to the terms of a local working and learning conditions agreement and to the provisions of the School Act, the Rules of the Lieutenant-Governor in Council, and all amendments and regulations to such Act or Rules and orders, including but without limiting the generality of the foregoing, any amendment or regulation or succeeding statute that may be enacted during the term of this Declaration.*

2. TERM OF DECLARATION

2.1 *Except as otherwise provided, the provisions of this Declaration shall remain in effect from July 1, 1982 to June 30, 1983.*

3. PREROGATIVES AND OBLIGATIONS OF THE LOCAL ASSOCIATION

3.1 *It is the obligation of the local association to ensure that discussion of the Declaration takes place.*

3.1.1 *Any additions to, deletions from, or other modifications of this Declaration shall be forwarded to the BCTF for comment before they are adopted by a general meeting of the association.*

3.1.2 *Subsection 3.1.1 notwithstanding, no local shall have the authority to amend or delete subsection 5.4 of the Declaration.*(i)

(i) *Subsection 5.4 is intended to provide due process to BCTF members in the exercise of their professional judgment in determining, and seeking correction of, situations they regard as educationally unsatisfactory.*

3.2 *Direct representations to the school board pertaining to working and/or learning conditions shall be made only by those teachers officially sanctioned to do so by the local association.*

3.3 *It is the obligation of the local association to make representations to the school board on behalf of any school for which the terms of articles 6, 7, 8 or 10 are not met.*

3.4 *It is the obligation of the local association to make representations to the school board with regard to allotments for instructional materials and supplies.*

3.5 *It is the obligation of the local association to endeavor to resolve all grievances that involve a breach of this Declaration.*

3.6 *It is the obligation of the local association to report to the BCTF all unresolved grievances involving a breach of this Declaration.*

4. PREROGATIVES AND OBLIGATIONS OF SCHOOL TEACHING STAFF

4.1 *The teaching staff of each school (which includes the principal teacher) has the right to participate in any policy decisions that affect the working and learning conditions in the school.*

4.2 *The nature of this participation is that of shared decision-making responsibilities among the school staff, the local teachers' association, the local school board, the BCTF and the Ministry of Education.*

4.3 *Within the limitations imposed by the prerogatives of the other parties, the school staff has the right to make decisions concerning the use and allocation of the resources provided to it that bear on the general operation of the school.*

4.4 *The prerogatives of the school teaching staff include, but are not limited to the right to decide overall staffing needs, the grouping of students into classes, the allocation of classrooms, the allocation of school learning materials and supplies, the school timetable, teacher supervision schedules, the allocation of professional and noninstructional days. The prerogatives of the school teaching staff also include involvement in the selection of additional or replacement professional*

(ii) *and auxiliary personnel and their assignment and duties.*

(ii) *"Professional" in this context includes those adults who are fully trained and qualified in a profession other than teaching, such as physicians, dentists, nurses, psychologists, social workers and speech*

therapists, who provide support services of a professional nature to a school system.

4.5 *Decisions by a school staff may be made by consensus of the whole staff, by majority vote, or by delegation to any staff committee or group authorized by the school staff to make decisions on its behalf.*

4.6 *Where a staff committee has been delegated the authority to make decisions affecting school administration, the committee shall include the principal teacher as a member.*

4.7 *In schools where the conditions set out in articles 6, 7 and 8 are established, it is the obligation of teachers or committees of teachers having the authority and responsibility for timetabling, class groupings and teacher assignments to ensure that the terms and conditions set out in article 9 are met.*

4.8 *In schools in which the conditions set out in articles 6, 7 and 8 are not established, and in which teachers or committees of teachers having the authority and responsibility for timetabling, class groupings and teacher assignments have agreed to contravene any part of article 9, the individual teacher* (iii) *has the right to pursue a grievance under article 13.*

(iii) *See also subsection 13.2.*

4.9 *Each school staff shall elect (a) representative(s) to provide a liaison with the local association.*

4.10 *School staffs have the prerogative of participating in the selection of their school principals.*

5. PREROGATIVES AND OBLIGATIONS OF TEACHERS

5.1 *The teacher has the right to due process in the pursuit of working or learning concerns associated with his/her assignment.*

5.2 *The teacher has the responsibility of assessing the quality of the learning conditions provided for the students in his/her care.*

5.3 *The classroom teacher shall have the right to determine whether the placement of, and resources for, mainstreamed students in his/her class are appropriate to the special needs of such students and the needs of other students in his/her class.*

5.4 *The classroom teacher has the right to determine what supportive services are necessary for the pupils in his/her class.*

5.5 *The teacher has the prerogative of reporting to his/her local association and the BCTF any conditions that, in his/her judgment, are detrimental to the educational welfare, health or safety of those students.*

5.6 *In exercising this prerogative, the teacher is expected to report working and/or learning conditions problems to his/her school staff representative and/or principal, as determined by local policy, prior to reporting them to the local association or the BCTF.*

5.7 *The teacher has the prerogative to spend a portion of the budget for instructional materials and supplies according to his/her professional judgment.*

5.8 *The teacher shall have the prerogative and obligation to provide input for local association budget presentations to school boards.*

6. PROFESSIONAL TEACHING STAFF FORMULA — MINIMUM ALLOCATIONS

6.1 *The basic formula for staffing elementary and secondary schools shall be:*

6.1.1 *for the first 105 students, one teacher for each 15 pupils or fraction thereof;*

6.1.2 *for each 18 students or fraction thereof over 105, one additonal teacher.*

6.2 *For purposes of this formula, school teaching staff shall include classroom teachers, teacher librarians, counsellors, learning assistance teachers, relieving and specialist teachers (e.g., elementary art, music, French) and school administrators.*

6.3 *For purposes of this formula, those teachers employed under special program approvals, with the exception of learning assistance teachers, shall not be included. For example, teaching staff for students who are mentally retarded, or are impaired in sight, hearing or speech shall be in addition to the numbers provided by this formula.*

7. SCHOOLS WITH GREATER EDUCATIONAL NEEDS — SUPPLEMENTARY STAFFING

7.1 *For schools with greater educational needs additional teachers shall be provided* (iv)

(iv) *Factors indicative of greater education needs include:*

1. the socio-economic status;

2. language spoken in the home;

3. culture of the families whose children attend the school;

4. the presence of mainstreamed children with unusual learning needs;

5. availability of community resources, particularly in small districts;

6. social pressures affecting children in rural and urban centres.

It is therefore necessary that teachers possess a knowledge of the community in which the students live to determine these educational needs.

The purpose of the supplementary staff in article 7 is to permit reduced class sizes, a more intensive program of learning assistance and remedial instruction, and increased contact by the school staff with ministry of human resources personnel, public health officials, social workers, home and school workers, and auxiliary professional personnel.

7.2 *Additional teacher* (v) *shall be provided to schools that:*

1. are located in the lowest quartile of the B.C. population or statistical measures of socio-economic status; or

2. include a high proportion where language spoken in the home is not English or French or where significant cultural differences exist; or

3. include a number of students with extra learning needs due to a physical, mental or emotional handicap; or

4. are located in the communities where the problems associated with small enrolment require additional programs; or

5. are located in environments where the social conditions require additional school programs.

(v) *Additional staffing should be determined by a school staff in conjunction with parents, administrators, auxiliary professional personnel and, wherever possible, the students. This process might involve the use of school profiles, weighting formulas and needs assessment.*

7.3 *In staffing such schools, the formulas outlined in article 6 shall be supplemented as follows:*

Elementary and secondary schools

—for 60 to 105 students — one teacher

—for over 105 students — one teacher for each additional 100 students or major fraction thereof.

7.4 *For purposes of this formula, those teachers employed under non-automatic special program approvals shall not be included. For example, teaching staff for students who are mentally retarded, or are impaired in sight, hearing or speech shall be in addition to the numbers provided by this formula.*

8. SPACE AND FACILITIES — MINIMUM ALLOCATIONS TO EACH SCHOOL

8.1 *Classrooms and other space provided shall be sufficiently flexible to allow the staff choices in the organization of classes and groupings and in the application of effective instructional techniques.*

8.2 *The size of a room in a school shall be based on a functional plan rather than on a rigid square footage formula, but a minimum classroom size should be 84 square metres (900 square feet).*

8.2.1 *Minimum instructional space at the elementary level shall be provided as follows:*

1. 4.4 square metres (47 square feet) per pupil in small schools enrolling up to 50 students; and

2. 250 metres (2,700 square feet) plus three square metres (33 square feet) per student in schools enrolling 51 or more students.

8.3 *Library or resource centre space for existing schools shall be:*

- *100 students — 84 square metres (900 square feet);*
- *101 or more students — 84 square metres (900 square feet) plus .3 square metres (three square feet) for each student above 100.*

8.4 *Library or resource center space for new schools, major renovations or library additions to existing schools shall be:*

- *per student .8 square metres (nine square feet).*

8.5 *For schools enrolling fewer than 100 students, adequate space shall be provided for library activities through a school library, centralized services, joint school-community services, or increased general purpose space.*

8.6 *Titles shall be provided on the following basis:*

8.6.1 *For schools with 100 or more students, 3000 titles, plus 15 titles for each student over an enrolment of 100.*

8.6.2 *For schools with fewer than 100 students, a delivery service from the district resource center shall ensure that students have the same access to a volume and variety of titles as students in schools with enrolments of 100 or more.*

8.7 *A fully equipped gymnasium of adequate size shall be provided.*

8.8 *Separate changing facilities for boys and girls shall be provided to facilitate integrated physical education and sports programs.*

8.9 *Lavatory and shower facilities shall be adequate to facilitate fully integrated programs.*

8.10 *Lavatory facilities for classes including kindergarten, primary or handicapped children shall be provided within the classrrom or the building in which the classroom is located.*

9. CLASS SIZE, TEACHER WORKLOAD AND SPECIALIZED SERVICES

9.1 *Subject to the conditions in articles 4.7 and 4.8, minimum criteria shall be observed as set out in subsections 9.2 to 9.10 inclusive.*

9.2 *Maximum sizes for regularly scheduled classes shall be:*

Kindergarten	*20 students*
Primary (Grades 1-3)	*25 students*
Special class (including new Canadians)	*10 students*
Any other class (Grades 4-12)	*30 students*

9.3 *A larger grouping of students may be requested by the teachers directly involved to fulfill a particular educational purpose.*

9.4 *Classes shall be smaller than the sizes stated in 9.2 when they include a high proportion of students with learning disabilities or emotional disorders, or with a broad range of student ages, grade levels or achievement levels.* (vi)

(vi) *The determination of an acceptable class size shall be according to the professional judgment of the teacher concerned.*

9.5 *Students shall not be assigned to classes on the basis of their sex.*

9.6 *In accordance with the Human Rights Code, all courses, programs, activities and clubs sponsored by the schools shall be open to all students.*

9.7 *A teacher's weekly instructional assignment shall not exceed 20 hours.*

9.7.1 *Instructional assignment shall be defined as time during the regular timetable week devoted to teaching courses and lessons and shall include time assigned to supervise curricular activities, including study periods.*

9.8 *Minimum staffing for libraries and resource centres shall be:*

Students	*Teacher-Librarians*	*Library Aides*
1 - 100	*Staff Decision*	*Staff Decision*
101 - 400	*0.5 - 1.0*	*0.5 - 1.0*
401 - 700	*1.0 - 1.5*	*1.0 - 1.5*
701 - 1000	*1.5 - 2.0*	*1.5 - 2.0*
Over 1000	*2.0 - 2.5*	*2.0 - 2.5*

Plus 0.5 teacher-librarian and 0.5 aide for each full 400 students above 1000.

9.9 *An adequate number of qualified counsellors and learning assistance teachers shall be provided to meet the needs of all students in elementary and secondary schools.*

9.10 *No teacher shall be required to perform school supervision duties during his/her regularly scheduled lunch hour.*

10. HEALTH AND SAFETY

10.1 *Classes shall be conducted only in facilities that are clean and where temperature, lighting, humidity, sound level and other physical conditions are hygienic, safe and conducive to effective learning.*

10.2 *The number of students in a laboratory, shop or other specialized classroom shall not exceed the number for which the facilities were designed.*

11. PREROGATIVES AND OBLIGATIONS OF THE SCHOOL BOARD

11.1 *It is the obligation of the school board to provide the resources required in articles 6, 7, 8 and 10 to enable school staffs to meet the terms and conditions of article 9.*

11.2 *In meeting this obligation, it is the school board's prerogative to require presentations from the local association supporting the need to comply with these articles.*

11.3 *It is the board's obligation to meet with representatives of the local association to discuss learning and working conditions.*

12. POLICY CHANGES BY THE SCHOOL BOARD

12.1 *The school board shall not make any changes in policy affecting any article in this Declaration without prior consultation with the local association.*

13. GRIEVANCE PROCEDURE

13.1 *The local association shall establish procedures for identifying, investigating and resolving working and learning conditions problems and concerns prior to formal grievance proceedings.*

13.2 *An individual teacher has a right to file a formal grievance concerning a breach of articles 3, 4, 5, 9 or 10. (Refer to statement 19.B.02.)*

13.3 *A grievor is entitled to representation from his/her local association or the BCTF at each stage of the formal grievance procedures.*

13.4 *A school staff has a right to file a formal grievance concerning a breach of articles 3, 4, 6, 7, 8, 9, 10 or 11.*

13.5 *The local association has a right to file a formal grievance concerning a breach of articles 3, 9, 10, 11 or 12.*

13.6 *A grievor has the right to withdraw his/her grievance at any stage of the grievance procedure.*

13.7 *A local association in a district that does not meet the basic and supplementary professional teaching staff formulas in all its schools, has a right to file a formal grievance when a teacher with a continuing contract has his/her appointment terminated under Section 153 of the School Act.*

13.8 *Where the local association is unable to resolve a grievance arising from a breach of this Declaration the BCTF shall, in consultation with the local association, seek to resolve the grievance.*

13.8.1 *In the pursuit of a resolution to such a grievance the BCTF may, with the consent of the grievor(s):*

(a) publicize the grievance;

(b) report the grievance to the minister of education;

(c) report the grievance to the MLA(s) in the constituency of the grievor(s);

(d) recommend a withdrawal or curtailment of services;

(e) recommend such other action as it may deem advisable.

13.8.2 *In cases where the BCTF Executive Committee determines that the working and learning conditions imposed by an employer are effectively in breach of a teacher's implied terms of employment with that employer, the BCTF shall support the member morally, legally, and financially at all stages of the grievance procedure.*

13.8.3 *If a member loses his/her position as a result of an unsuccessful resolution of a grievance, the BCTF shall provide moral, legal and financial assistance in restoring his/her original position or in finding a comparable position.* (79 AGM, pp. 8-7)

13.9 *There shall be no discrimination against any member of the B.C. Teachers' Federation by reason of his/her involvement in any part of the process of laying a complaint, filing a grievance, or otherwise participating in any aspect of the grievance procedure.* (78 AGM, pp. 36-45 and 87-95) (82 AGM, pp. 24-25 and 28)

51.B.07—*That the School Act should contain health and safety standards for schools.* (May 81 Ex. p. 2)

PROCEDURES

51.B.02—(a) That the BCTF develop procedures for resolving working and learning conditions problems of members through a sequence of escalating actions. The member with a working or learning conditions problem should:

1. Report the problem to the school BCTF representative and/or principal according to local policy or practice.

2. If unresolved after two weeks, report the problem to the local association.*

3. If the problem is still unresolved after another week, file a formal grievance by completing a BCTF grievance form provided by the local association.*

4. If the problem is still unresolved after three weeks, contact the BCTF.*

*For problems involving health or safety, the member's discretion rather than a specific time interval should govern when to proceed to the next step.

(b) That the BCTF and local associations encourage members faced with working or learning conditions contrary to any clause related to class size, teacher workload, specialized services, segregation, health and safety of the Declaration of Basic Working and Learning Conditions Rights, Prerogatives and Obligations to file formal grievances if prompt resolution is not accomplished through informal procedures. (78 AGM, pp. 34-38)

51.B.04—That the BCTF assist local associations to establish pro-

cedures whereby teachers can plan a consultative role in school board decisions. (Oct 74 Ex. p. 8) (June 80 Ex. p. 12)

51.B.06—That local associations be encouraged to negotiate into contracts agreements for continuing programs of reductions in class sizes until such time as the optimum objective has been achieved. (71 AGM, p. 8) (Reviewed Jan 76 Ex. p. 24)

C. GENERAL

POLICIES

51.C.01—*That innovative schools and practices should be encouraged in order to develop better learning conditions.* (69 Ex. p. 21) (Reviewed Dec 78 Ex. p. 16)

51.C.03—*That greater emphasis should be given to elementary schools in terms of educational planning and financial assistance.* (69 AGM, p. 21) (Reviewed Dec 78 Ex. p. 16)

51.C.05—*That a co-ordinated system of district and/or regional resource centers and services should be provided to support the facilities and services provided in each school resource center.* (Nov 70 Ex. p. 7) (Reviewed Jan 76 Ex. p. 24)

51.C.07—*That substitutes should be provided for illnesses and leaves of absence authorized in the School Act or local association agreements, and no teacher should be required to teach or supervise in lieu of a substitute teacher.* (Jan 72 Ex. p. 15) (Reviewed June 80 Ex. p. 12)

51.C.09—*That local associations be advised:*

1. While the optimal solution to the problem of inadequate class-room space is the construction of regular classrooms, local associations should work with their school boards to devise interim solutions involving portables, extended school days, busing, renting space or going on shift where regular classrooms cannot be provided on time.

2. While BCTF policy is in opposition to shifts, shifts that provide small classes are preferable to normal day timetables calling for large classes.

3. Shifts may be accepted as interim measures under the following conditions:

(a) all possibilities of increasing regular and temporary space provisions have been exhausted;

(b) adequate numbers of teaching staff are provided to keep class sizes down;

(c) every effort is made to provide adequate space for normal day operation as soon as possible;

(d) it be accepted by the local association. (May 74 Ex. pp. 34-35) (Reviewed Dec 78 Ex. p. 16)

51.C.11—*That the School Act and/or Regulations of the Lieutenant-Governor in Council should be amended to specify that classes shall be conducted only in facilities where temperature, lighting, humidity, sound level and other physical conditions are hygienic, safe and conducive to effective learning.* (73 AGM, p. 59) (78 AGM, p. 36)

51.C.13—*That all boards of school trustees should be required by law to indemnify fully all BCTF members for accidents that may occur during the discharge of their duties.* (Jan 75 RA, p. 9)

51.C.15—*That the BCTF oppose any increase in the pupil/teacher ratio in any school in which the BCTF basic or supplementary staffing formulas are not met.* (76 AGM, pp. 24-25)

51.C17—*That the Ministry of Education should provide a Canadian flag or a picture of a Canadian flag in every public school classroom in B.C.* (June 82 RA, p. 12)

PROCEDURES

51.C.02—That the BCTF strive to implement effective teaching and learning conditions policy through the following procedures:

1. surveying general teaching and learning conditions within the schools of the province;

2. receiving reports on individual teacher assignments by teachers or by zonal representatives;

3. investigating reports on teacher assignments;

4. publicizing information about schools with desirable and undesirable learning environments. (69 AGM, pp. 21-22) (Reviewed Jan 74 Ex. p. 13) (76 AGM, pp. 34-35)

51.C.04—That the BCTF inform people considering teaching in B.C. of the teaching and educational conditions that exist in the province. (70 AGM, p. 18) (Reviewed 75 AGM, pp. 5-6)

51.C.06—That teachers should resist any changes that would adversely affect the teaching and learning conditions in their districts, and should report such changes to the BCTF. (Sept 69 Ex. p. 2) (June 80 Ex. p. 12)

51.C.08—That the Learning Conditions Committee undertake to identify and bring to the attention of the Executive Committee school and school district situations that appear to justify special action by the BCTF. Indicators of the need for special action are:

1. schools with many classes larger than the limits endorsed by the BCTF or local association;

2. schools with pupil/teacher ratios grossly higher than the current norms for schools of similar size;

3. schools with inadequate facilities;

4. schools with unhealthy or unsafe conditions;

5. districts with inadequate financial support;

6. the inequitable provision of educational services — particularly with regard to race, culture, socio-economic status or sex;

7. the inadequate provision of educational services to students with learning disabilities;

8. the inability of the local association to resolve serious problems in learning or working conditions. (Sept 73 Ex. p. 27) (76 AGM, pp. 35-36)

51.C.10—That the BCTF be prepared to assist with the planning of programs to facilitate public appraisal of local school programs and facilities. (June 70 Ex. p. 27) (Nov 74 Ex. p. 4)

51.C.12—That the BCTF undertake to prepare more sophisticated techniques and instruments by means of which working and learning conditions can be evaluated in a school district. (Dec 69 Ex. p. 18) (Reviewed Nov 74 Ex. p. 4)

51.C.14—That it be recommended to local associations that the working and learning conditions chairperson serve as a member of the agreements negotiating committee and that the agreements chairperson serve as a member of the working and learning conditions negotiating committee. (Sept 72 Ex. p. 2) (Reviewed Mar 78 Ex. p. 9)

51.C.16—That local working and learning conditions chairpersons be advised of the necessity to continue an active campaign to identify intolerable situations, to seek action from school boards in finding immediate emergency solutions, and in encouraging school boards to appeal, where necessary, for government assistance. (Dec 73 Ex. p. 12) (Dec 78 Ex. p. 16)

51.C.18—That in view of the importance of the working and learning conditions program, local associations be urged to give high priority to the selection of working and learning conditions personnel. (74 AGM, p. 50) (Reviewed 79 AGM, p. 6)

51.C.20—That to foster quality education it be considered conduct harmful or prejudicial to the interests of the federation when any member:

1. does not report a learning conditions violation;

2. deliberately causes misleading or false information to be reported;

3. fails to co-operate with his/her professional organization in attempts to correct violations. (74 AGM, p. 50) (Reviewed Dec 78 Ex. p. 16)

51.C.22—That local associations be encouraged to make emergency aid representations to their local school boards whenever circumstances warrant such action. (77 AGM, p. 14)

51.C.24—(a) That the organizational structure of the BCTF and its local associations be modified to reflect a broadened scope of bargaining.

(b) That the BCTF encourage local associations to establish collective bargaining committees that are representative of major committees including agreements, learning conditions, professional development, and status of women. (81 AGM, p. 13)

51.C.26—That no local association or BCTF member make recommendations to eliminate jobs or reduce or eliminate educational programs. (82 AGM, p. 18)

51.C.28—That the BCTF support local association actions aimed

at protecting and improving the job security, working conditions and economic status of teachers, such support to include:

1. support for local associations taking job action to protect members on continuing appointments being terminated as a result of board decisions in carrying out budget reductions;

2. support for local associations carrying out a work-to-rule or other specified and limited reduction in duties to protest and compensate for deterioration in working and learning conditions, such as increased class sizes, reductions in preparation time, increased supervision time, failure to implement promised improvements in preparation time, or reassignment to inappropriate subject areas.

3. support for local associations carrying out action plans aimed at protecting temporary, part-time, and substitute teachers.
(82 AGM, pp. 18 and 21)

D. SCHOOLS WITH GREATER EDUCATIONAL NEEDS

POLICIES

51.D.01—*That the BCTF endorse the following guidelines for staffing schools with greater educational needs:*

1. School boards should adopt staffing policies based on the unique needs of each school as indicated by socio-economic status, language spoken in the home, and the culture of the families in the community served by the school.

2. Teachers should be selected for greater needs schools on the basis of their understanding of, interest in, and suitability for working in the area in which the schools are located. In addition, prospective staff members of greater needs schools should possess a knowledge of the socio-economic and cultural nature of the community before accepting appointment.

3. The selection of a central pool of applicants for staffing greater needs schools should be a central board office function, but the final choice of additional or replacement staff should be determined by the staff of the school.

4. Compensatory features should be provided for staffs of greater needs schools, such as lighter teaching loads, smaller classes, extra equipment, additional specialist assistance (including health care and diagnosis of learning disorders), auxiliary personnel, translation services and in-service training.

5. time should be allocated specifically for joint planning by all staff members for all programs necessary to meet the special needs of all pupils in greater needs schools. (May 78 Ex, pp. 24-25)

51.D.03—*That the federal and provincial governments should provide increased funding to school boards to ensure improved educational opportunities for students who come from homes where English is not spoken.* (77 AGM, p. 18)

E. SCHOOL DAY AND YEAR

POLICIES

51.E.01—*(a) Maximum compulsory attendance by students and regular classroom teachers should not exceed 25 hours per calendar week.*

(b) A regular classroom teacher should not be required to offer more than 20 hours of instruction per calendar week.

(c) The number of compulsory attendance days per week should not exceed five.

(d) The number of compulsory attendance days per school year for pupils and teachers should not exceed 190.

(e) There should be one week each month with only four compulsory attendance days.

(f) The Christmas vacation period should begin at least four days prior to Christmas and should be at least two weeks' duration.
(Reviewed Jan 78 Ex, p. 23)

(g) A vacation period of five school days should be provided, commencing on the last Monday in March. (Reviewed Jan 78 Ex, p. 23) (Mar 78 Ex, p. 10)

(h) The afternoon session of kindergarten should be of two hours' duration. (May 71 RA, pp. 13-14) (75 AGM, p. 83)

(i) No student should be required to be absent from his/her home for more than eight hours a day as a result of the school timetable, shifts, extended days or bus schedules. (May 71 RA, pp. 13-14) (75 AGM, p. 83) (Reviewed Mar 78 Ex, p. 10)

(j) The Ministry of Education should provide more time for elementary teachers to conclude year-end administrative procedures and to prepare for next year. (Sept 74 Ex, p. 7) (Reviewed Dec 78 Ex, p. 16)

(k) Each school district should be allowed to hold a track meet on an instructional day. (Jan 75 RA, p. 8)

(l) BCTF interpretation of section 85 (b) of the Regulations of the Lieutenant-Governor in Council shall be that should any teacher voluntarily attend a school function outside regular school hours, he/she has authority over pupils. (May 70 RA, p. 14) (Reviewed Mar 79 Ex, p. 9)

51.E.03—*That under regulation 17 of the School Act Regulations, when November 11 falls on a Saturday or Sunday, the Monday following November 11 should be declared a statutory holiday.* (Jan 73 Ex, p. 7) (Reviewed Mar 78 Ex, p. 10)

51.E.05—*That the School Act should be amended to allow school boards to grant kindergarten teachers a two-week home/school orientation period at the beginning of the school year.* (79 AGM, p. 7)

51.E.07—*(a) That two days per year should be set aside in each school district for parent-teacher interviews.*

(b) That these days should be used at the discretion of each school in the district for parent-teacher interviews.

(c) That these days should be in addition to the present five non-instructional days approved by the Ministry of Education. (79 AGM, p. 8)

51.E.09—*(a) Extra-curricular programs and activities include all those that are beyond the provincially prescribed and locally determined curricula of the school.*

(b) All extra-curricular activities are voluntary and are outside the regular duty of the teacher.

(c) Advertisements and application forms for teaching vacancies and/or transfers shall not include reference to extra-curricular activities and programs.

(d) Involvement or non-involvement of a teacher in extra-curricular activities is outside the scope of a report on the work of the teacher.
(82 AGM, p. 27)

51.E.11—*That there is no need for holding summer pre-opening day staff meetings that involve the entire staff.* (Jan 81 RA, p. 5)

51.E.13—*That the Ministry of Education should declare a school holiday on the second Monday in February each year to be designated "Multi-Cultural Heritage Day."* (Feb 82 RA, p. 17)

F. SCHOOL STAFFING, TEACHER AIDES AND AUXILIARIES

POLICIES

51.F.01—*That a more equitable distribution of women and men should be included in school staffs at all levels.* (Jan 75 Ex, p. 28) (Reviewed June 80 Ex, p. 12)

51.F.03—*That school boards and the Ministry of Education should develop an equal employment opportunity policy that will ensure that hiring and promotional practices reflect the multicultural composition of society.* (78 AGM, p. 38)

51.F.05—*That the teacher has prime responsibility for:*

(a) diagnosing the learning needs of pupils;

(b) prescribing the learning activities;

(c) implementing the learning activities;

(d) evaluating the learning activities. (75 AGM, p. 89) (Reviewed Jan 80 Ex, p. 6)

59.F.07—*That auxiliary school personnel include those adults who serve, in a volunteer or paid capacity, to assist the teaching and administrative staff in the performance of duties. This assistance shall be under the direction and supervision of the teaching and/or administrative staff. "Direction" means teaching and learning activities will be designed, initiated and evaluated by teachers; "supervision" means the activity will be carried out in such a place and manner that the teacher can readily conduct ongoing evaluation. Auxiliary school personnel include such persons as teacher aides, school aides, library aides, supervision aides, lab assistants, markers and child care workers; excluded are school secretaries and janitorial, maintenance and transportation staff.* (75 AGM, pp. 73-74) (78 AGM, p. 97)

51.F.09—*That auxiliary school personnel may be used effectively to perform:*

(a) routine clerical duties, such as checking pupil attendance, distributing supplies and books, collecting and recording money, marking workbooks and exercises that may be checked by use of an answer key, recording marks as directed;

(b) general housekeeping, such as maintaining bulletin boards, setting up equipment;

(c) preparing teacher aids, such as charts, flash cards, transparencies, stencils, tapes and pictures;

(d) supervising in school buildings, on playgrounds, in study halls and on field trips;

(e) preparing and maintaining science and shop supplies and equipment;

(f) supervising pupils and performing clerical duties in the library. (75 AGM, p. 74) (Reviewed Jan 80 Ex, p. 6)

51.F.11—*That auxiliary school personnel may be used effectively to perform, on a one-to-one or group basis, such instruction-related tasks as listening to students read and conducting drills. Auxiliary school personnel who have training in a specific area may be used as resource persons to demonstrate such skills or talents. In all instances such functions must be performed under the direction and supervision of a teacher; in no instance shall auxiliary school personnel assume diagnostic, prescriptive or evaluative responsibilities, nor shall auxiliary school personnel independently initiate learning activities.* (75 AGM, p. 74) (76 AGM, p. 97)

51.F.13—*That auxiliary school personnel shall not:*

(a) infringe in any way upon the responsibilities of a teacher;

(b) assume any instructional responsibilities in the absence of a teacher;

(c) tutor or instruct on a one-to-one or group basis;

(d) provide any form of direct or independent remedial instruction. (75 AGM, p. 74) (Reviewed Jan 80 Ex, p. 6)

51.F.15—*That, notwithstanding any other statements in this section, auxiliary school personnel shall not be used as alternatives for:*

(a) the lowering of the pupil/teacher ratio;

(b) qualified professional personnel, including librarians, counsellors and teacher substitutes;

(c) adequate secretarial services;

(d) adequate equipment. (75 AGM, pp. 74-75) (Reviewed Jan 80 Ex, p. 6)

51.F.17—*That auxiliary school personnel assisting in a classroom situation must do so under the direction and supervision of a qualified classroom teacher. Auxiliaries whose tasks are of a general supportive nature and who are not working under the direction and supervision of an individual teacher shall be under the direction and supervision of the school staff.* (75 AGM, p. 75) (76 AGM, p. 97)

51.F.19—*That, when discussions are held or decisions made with respect to pupils that arise from the work of associated professionals, the teacher(s) of those pupils must be involved.* (75 AGM, p 75) (Reviewed Jan 80 Ex, p. 6)

51.F.21—*That district staffing requirements for professional teachers and, where appropriate, requirements for associated professionals and auxiliary school personnel be a matter of negotiation between the local association and school board.* (75 AGM, p. 76) (Reviewed Jan 80 Ex, p. 6)

51.F.23—*That conditions governing the selection, assignment, evaluation and dismissal of auxiliary school personnel be a matter of negotiation among local associations and school boards and employees' associations or unions.* (75 AGM, p. 76) (Oct 80 RA, p. 4)

51.F.25—*That appropriate pre-service and in-service training programs for auxiliary school personnel and the teachers with whom they work should be a matter of negotiation between the local association and/or local union and the school board.* (75 AGM, p. 76) (Oct 80 RA, p. 4)

51.F.27—*That auxiliary school personnel should be hired as an addition to the allowable numbers of teachers rather than as alternatives to teachers.* (Feb 76 Ex, pp. 4-5)

PROCEDURES

51.F.02—That the BCTF support innovative or research projects in school staffing when the following criteria are met:

(a) the local association and the BCTF are consulted, and the approval of the local association is obtained with regard to the form of participation of its members;

(b) whenever feasible, experimental-control group situations are established;

(c) appropriate selection and training procedures are established for any auxiliary school personnel involved;

(d) a well-defined evaluation process is part of the program;

(e) the duration of the program is clearly specified;

(f) provided that it is not contrary to existing BCTF policy. (76 AGM, p. 78) (Reviewed Jan 80 Ex, p. 6)

51.F.04—That the BCTF support local associations that oppose the misuse of auxiliary school personnel or associated professionals. (76 AGM, p. 78) (Oct 80 RA, p.4)

51.F.06—That unresolved cases of apparent misuse of auxiliary school personnel or associated professionals shall be reported immediately by individuals, school staff and/or local associations to the BCTF. (76 AGM, p. 79) (Reviewed Jan 80 Ex, p. 6)

51.F.08—That the BCTF:

1. reject the assumption that declines in student population need be accompanied by declines in teaching staff;

2. maintain that the prime consideration for staffing of schools be that of student needs;

3. resist layoffs of teachers until such time as all the educational needs of students are met;

4. oppose any increase in the pupil/teacher ratio;

5. oppose negotiations with trustees or their representatives at the local or provincial level concerning layoffs and reduction-in-force clauses;

6. insist that local school boards replace any staff lost through retirements, resignations and terminations until such time as all the educational needs of students are met;

7. offer to work with the BCSTA and local school boards to obtain adequate financial support for education. (79 AGM, pp. 8-9 and 37-39)

51.F.10—That the BCTF seek agreement with the BCSTA and the Ministry of Education to create public awareness of the difference between PTR and actual class size figures and publish statistics by class size. (79 AGM, p. 8)

51.F.12—That when any member is absent from teaching, a qualified substitute should be employed. (Feb 79 Ex, p. 12)

G. STAFF COMMITTEES

PROCEDURES

51.G.02—(a) Administrators should discharge their responsibilities outlined in the School Act and Regulations through collegial processes that widely distribute decision-making participation.

(b) The role of the administrator should be one of facilitating decision-making systems.

(c) Staff committees are an effective way of implementing joint decision-making and establishing collegial responsibility among teachers. In larger schools, staff committees may consist of a smaller number of staff members elected by the total staff. At least one administrator should be included in any staff committee. (77 AGM, pp. 13-14)

Appendix A

THE COLLEGIAL SYSTEM

Procedures for Using Criteria of Competence in Teacher Evaluation

Notes:

1. The criteria are listed in statement 45.03.

2. The 1974 Annual General Meeting adopted the procedures below for use on a permissive basis. The term "teacher" as used in the procedures includes all active members of the BCTF.

A Pre-Condition

Local associations must ensure that a *teacher evaluation committee* be present in every school except those with four or fewer teachers, in which case the local association must establish a committee to perform those

evaluation duties assigned to teacher evaluation committees. It is desirable in small schools that the whole staff act as the committee but in many large schools where this is not practical an election by the *entire* staff should determine the composition of the committee.

Some of the functions of the teacher evaluation committee are:

1. to assist in the professional growth of the members of the staff,
2. to articulate the school's educational philosophy and objectives,
3. to assist teachers who are in need of assistance in maintaining their professional competence,
4. using the criteria of competence, to evaluate teachers on that staff as outlined:
   (a) all teachers who are in first-year teaching.
   (b) all teachers on a regular basis.

The Procedure

1. The principal, or whoever may be assigned the responsiblity of initial evaluation, after a visit for the expressed purpose of consulting with a teacher about his/her performance, will provide the teacher with a written anecdotal statement of his/her observations and impressions.

2. If the evaluator is concerned with the quality of performance, he/she will discuss the concern with that teacher, or if any other staff member is concerned with the quality of the performance of a teacher, he/she has the right and the responsibility to discuss his/her concerns with the colleague. If the staff member is reluctant to discuss privately his/her concern with the staff member, he/she may voice the concern to an appropriate person on the teacher evaluation committee.

Teachers become concerned about other staff members' performances in various ways. Two ways that should be remembered are:

(a) members of the public may voice a concern with the quality of performance as a teacher;

(b) students may voice a concern with the quality of performance of a teacher.

3. The evaluator or the member of the staff who is concerned with a colleague's performance will then outline that concern in the form of a written report.

A copy of this report must be received by the teacher whose performance has been questioned.

The report must explain clearly the areas of the teacher's performance in which there is a concern.

If the problem is not resolved, a copy of the report shall be presented to the teacher evaluation committee.

4. The teacher evaluation committee shall call a meeting to discuss this written report and invite both the teacher who has a concern and the teacher whose performance is questioned.

The teacher evaluation committee will then decide if there is a need to proceed to evaluate the learning situation. If so, the committee may select a number of staff to constitute an evaluation subcommittee. The teacher evaluation committee will then establish the necessary procedures to evaluate the teacher's performance. To aid in the evaluation the teacher evaluation committee may:

(a) check all reports and procedures to this point,

(b) make classroom visitations,

(c) examine mark books, day books and student files,

(d) have discussions with appropriate people (other teachers of the same grade or subject, department heads, head teachers, administrative personnel, students and parents).

5. If the teacher evaluation committee feels there is a need for improvement in the teacher's performance it will: (a) propose a plan of assistance, and/or (b) propose a redefinition of role.

The proposed plan of assistance may include:

(i) help in planning lessons, units, courses,
(ii) help in setting goals and objectives,
(iii) provisions for demonstrations,
(iv) provisions for resource materials,
(v) an offer of visitations to other classes,
(vi) consultation in the areas of concern with any staff member or district personnel such as consultants and/or co-ordinators. (BCTF policies 1.C.01, 1.C.03 and 1.C.05.)
(vii) attendance at in-service sessions, BCTF short courses, university courses in related areas of the concern,
(viii) work with a consultant from the BCTF,
(ix) other suggestions demmed appropriate by the committee.

The proposed redefinition of role may include a change in teaching assignment to another subject area, grade level, or function with the school.

If the teacher accepts the program of assistance as offered by the teacher evaluation committee, he/she must be given reasonable time (dependent upon the program offered) to improve his/her performance. At appropriate times during the program the teacher evaluation committee, together with the teacher, will evaluate the progress being made.

The proposed redefinition of role may include a recommendation of transfer to another school within the district. If the teacher is transferred, it is the responsibility of the teacher evaluation committee in the new school to evaluate that teacher in his/her new role.

In all other cases the teacher evaluation committee will then assess the teacher's competence. A report will be written by the teacher evaluation committee and it shall conclude with a statement as to whether the teacher is competent or incompetent.

A copy of the report shall be given to the teacher concerned.

6. It is possible a teacher will refuse to participate in the program offered by the teacher evaluation committee.

If the teacher is not prepared to participate in the program offered, the teacher evaluation committee may request the aid of a BCTF mediation officer to assist in finding possible areas of agreement between the staff and the teacher.

If the mediation officer cannot effect a solution between the staff and the teacher, he/she will withdraw and the teacher evaluation committee will commence with a formal evaluation. The teacher evaluation committee will make a number of classroom visits for the expressed purpose of assessing the teacher's competence. A copy of the report shall be given to the teacher concerned. The final report shall conclude with a statement as to whether the teacher is competent or incompetent.

7. Reports by teacher evaluation committees that assess the teacher as incompetent must be forwarded to the BCTF.

Upon receipt of such a report a collegial panel will be appointed to make another formal evaluation.

This panel will consist of an evaluation co-ordinator and two practising teachers in the area(s) of specialization of the teacher to be evaluated.

8. The collegial panel shall then conduct its own investigation with full powers to review all procedures to date and all documents written. The panel will then write its report, which shall contain an assessment of the teacher's competence.

The panel's report shall be delivered to the teacher evaluation committee, the teacher concerned and the BCTF Executive Committee.

9. If the report indicates that the teacher is not competent, the panel shall make the recommendation that the Executive Committee:

(a) terminate the teacher's membership in the BCTF, and

(b) recommend to the certification-issuing body that the teacher's certification be cancelled.

Definition of Roles of Personnel Suggested in the Procedure

1. BCTF Consultant (See procedures for the use of criteria, procedure 5.viii)

Selection

The Professional Development Division of the federation shall establish a list of practising teachers throughout the province (paying particular attention to geographic areas, types of communities, types of schools, of teachers) who would be willing to serve as consultants when called upon by the Professional Development Division to do so.

When a teacher agrees with the teacher evaluation committee's proposal of assistance that includes an offer to work with a BCTF consultant, the teacher evaluation committee will contact the Professional Development Division, which in turn will name a number of teachers who may serve in that capacity.

Role

To act as a consultant to the teacher and to assist in every way possible to strengthen the teacher's performance.

2. BCTF Mediation Officer (procedure 6)

A BCTF staff member attached to the general secretary's division.

Role

1. To meet with the individual in question and with the teacher evaluation committe, separately and together, in an attempt to reach consensus on the need for remediation and the form such remediation should take.

2. To recommend, if necessary, a complete reappraisal of the situation by both parties.

3. To suggest alternative solutions to those recommended by the teacher evaluation committee.

4. To report in writing to the teacher, the teacher evaluation committee, and general secretary of the BCTF on the success or failure of the mediation attempt.

3. Members of the Collegial Panel (procedure 7)

A. Two practising teachers in the area of specialization of the teacher to be evaluated.

The Method of Selection and Composition

1. A general appeal to local associations and PSAs, and through the *BCTF Newsletter*, for nominees to serve as members of a collegial evaluation panel.

2. Any teacher could be nominated by another teacher, a staff, a local association, a district council or a PSA, each nomination to be accompanied by a curriculum vitae form listing the teacher's qualifications and experience.

3. From these nominations the Executive Committee will compile a list of teachers to serve as panel members if called upon by the Executive Committee. In determining the list there shall be representatives of all areas of the province and of different sizes and types of schools.

4. With due regard to the nature of the teacher's assignment and the type and size of school community, the BCTF table officers will name two panel members to serve on a collegial evaluation panel.

Some criteria for choosing teachers to serve on the collegial panel for evaluation:

These teachers should have (1) demonstrated competence in an area of specialization, (2) the confidence of their colleagues, and (3) willingness to accept the responsibility of evaluating colleagues.

Role: As outlined in procedures 7, 8 and 9.

B. Evaluation Co-ordinator (procedure 7)

The Method of Selection

1. A general appeal to local associations and PSAs, and through the *BCTF Newsletter*, for nominees to serve as evaluator or co-ordinator.

2. Any teacher could be nominated by another teacher, a staff, a local association, a district council or a PSA, each nomination to be accompanied by a curriculum vitae form listing the teacher's qualifications and experience.

3. From these nominations for a two-year term (renewable one time) the Executive Committee will compile a list of teachers who would serve as an evaluation co-ordinator if called upon by the Executive Committee. In determining the list there shall be representatives of all areas of the province and of different sizes and types of schools.

4. With due regard to the nature of the teacher's assignment and the type and size of school community, the BCTF table officers will name an evaluation co-ordinator.

Role

To act as co-ordinator of the collegial panel.

1. To plan and co-ordinate the activities of the collegial evaluation panel.

2. To co-ordinate and collate the information gathered by the panel members during classroom visitations, examination of pertinent materials (daybooks, notebooks, etc.).

3. To be responsible for the compiling of a report, containing an assessment (satisfactory or unsatisfactory) of the teacher's performance, with accompanying recommendations for action. Copies of this report to be submitted to the teacher involved, the teacher evaluation committee and the BCTF Executive Committee.

Appendix B
Desirable Criteria for School Libraries

Every public school student in British Columbia is entitled to meaningful and substantive library services. The school library or learning resources centre provides a dynamic environment made up of a vital mix of people, materials, equipment, furnishings and space, and this centre is responsive to the individual and curricular needs of all students and staff of the school. While the classroom is the core of the learning situation, the success of the educational process relies on an adaptable and enriching library program.

To meet each school's particular needs, there should be a clearly enunciated library philosophy and program plan designed by the librarian(s) in consultation with the staff and other resource personnel, taking into account the needs of the individual student, the curriculum, the school, and the community.

The most vital part of any library is the personnel responsible for its operation. It is imperative that the librarian be trained in the fields of librarianship and education, and that the services of such a person be available to every school on a continuous basis for the whole school day.

The librarian as an educational leader should be a positive force, facilitating the interaction between people and resources within the school and the community. Trained supportive clerical and technical staff are also essential to an operative library program.

The library collection, both print and nonprint, must reflect the needs of the curriculum as well as the personal interests of individual students. The library collection must be kept relevant and current and the resources must be sufficiently extensive to support all aspects of the educational program.

The process of selection should reflect high quality materials in the most appropriate format. The library budget must also reflect these needs and goals.

Adequate time and a wide variety of selection aids are two necessary adjuncts to selection. Provision for teachers and students to be involved in the selection process is essential to the development of a usable collection.

School staffs must be involved in planning the design and furnishings of the library facility for present and future needs. The space must be extensive enough to meet the objectives of the school's teaching and learning programs and processes, and to provide for the individual needs of students.

All teachers and administrators within the school system must be made familiar with the philosophy and goals of school librarianship.

(May 76 RA pp. 9-10)

Appendix C
Rules for Conduct of Appeals to the Federation Appeals Board

I. Appeals from Decisions of the Judicial Committee

1. Any member who has been found guilty by the Judicial Committee pursuant to by-law 7.2 may appeal to the Federation Appeals Board (the "Board") by filing a written notice of request for an appeal with the executive director within sixty (60) days of the receipt by the member of the order(s) of the Judicial Committee.

2. The notice of request for an appeal should state whether the appeal is in respect of guilt only, or sentence only, or both guilt and sentence, and may state the grounds of appeal or contain an outline of the argument of the appellant.

3. Upon receipt of a notice of request for an appeal, the executive director or a person designated by him shall:

(a) Notify the federation president and the members of the Board of the request;

(b) Notify the appellant, the members of the Board, the members of the Judicial Committee and the members of the Investigation Com-

mittee of the time and place of the hearing of the appeal, (such notice shall be given at least 30 days prior to the hearing, unless the appellant consents to the appeal being heard at an earlier time);

(c) Ensure, not less than 14 days prior to the hearing, that copies of all documents referred to in rule 7(a) shall be mailed to the appellant and to all members of the Board.

4. The hearing of an appeal shall proceed in the presence of the Federation Appeals Board. The following persons shall be entitled to attend but if any person without reasonable excuse fails to attend the Board shall be empowered to proceed in any event:

(a) The appellant, who shall be entitled to be accompanied by another person who may speak on his/her behalf and notwithstanding this right the appellant member shall be entitled to speak at the hearing as these rules permit;

(b) Such member or members of the Investigation Committee and the Judicial Committee as those bodies may designate to be present at the hearing of the appeal for the purpose of providing information relating to the earlier proceedings;

(c) Such persons as the Board determines to be necessary to the conduct of the appeal.

5. The Board may engage counsel to be present during the hearing of an appeal for the purpose of responding to questions of law posed by the Board, in the presence of all participants to the hearing.

6. A quorum of the Federation Appeals Board shall be 15 members.

7. The order of proceedings of the hearing of the appeal shall be as follows:

(a) Introduction as exhibits of the following documents:

(i) report of Investigation Committee;

(ii) documents produced as evidence at the hearing of the Judicial Committee;

(iii) the order(s) of the Judicial Committee appealed from and any written decisions or reports in respect thereof;

(iv) the appellant's notice of request for an appeal;

(b) Review of the evidence and Judicial Committee decision;

(c) Presentation of the submissions of the appellant;

(d) Questions by members of the Board;

(e) Summary by the appellant.

8. The order of proceedings may be altered by the Federation Appeals Board only with the consent of the appellant, provided that during deliberations the Board may resolve to reconvene the hearing in the presence of the parties to hear further evidence or submissions necessary for the Board's decision.

9. Following the hearing, the Board shall deliberate in private and may confirm, reverse, or modify the decision of the Judicial Committee. The decision of the Board shall require approval of a majority of the Board members in attendance.

10. The Board shall issue a written order stating its disposition of the appeal, and may issue a written report. Such order and any report shall be signed on behalf of the Board by any members of the Board designated by it for that purpose.

II. Appeals on Reports of the Ombudspersons Regarding Legal Aid

1. Upon completion of the written report of the Committee of Ombudspersons (the "committee") pursuant to by-law 5.17, a copy of the report shall be forwarded by the committee to:

(a) The member requesting legal aid (the "member");

(b) The BCTF president;

(c) All members of the Federation Appeals Board (the "Board");

(d) The executive director.

2. Upon receipt of the report the executive director or a person designated by him shall notify the member, the committee, the BCTF president and the Board of the time and place of the meeting of the Board at which the report shall be considered (such notice shall be given at least 15 days prior to the meeting, unless the member consents to the report being considered at an earlier time).

3. The committee shall, prior to the meeting, appoint one or more of its members to be present to speak to the report and answer questions.

4. The BCTF president may represent, or may appoint another person from the Executive Committee to represent, the position of the Executive Committee at the meeting.

5. The member, and/or friend on his/her behalf, has the right to be present during the presentations to the Board. The BCTF shall be responsible for payment of the expenses of the member and friend, but shall not pay for the services of a lawyer in respect of the proceedings by the committee or before the Board.

6. The Board shall proceed in the presence of the member and/or friend, the BCTF president or appointee, and the member or members of the committee appointed pursuant to rule 3. However, if any person without reasonable excuse fails to attend the Board shall be empowered to proceed in any event. The order of proceedings shall be as follows:

(a) hear the presentation of the report of the committee;

(b) hear submissions, if any, by the BCTF president or appointee;

(c) hear submissions, if any, by or on behalf of the member;

(d) ask questions directed for response to any of the participants;

(e) hear the summary of the committee;

(f) hear the summary, if any, of the BCTF president or appointee;

(g) hear the summary of the member.

7. The order of proceeding set out in rule 6 may be waived by the Board only with the consent of the member, providing that during deliberations the Board may resolve to reconvene the hearing in the presence of the parties to hear further evidence or submissions necessary for the Board's decision.

8. Upon completion of the proceedings in rule 6, the Board shall deliberate in private and make its decision with respect to granting legal aid.

9. The Board shall issue a written order in respect of its decision, and may issue a written report. The order and any report shall be forwarded forthwith to the member, the BCTF president, the committee, and the executive director. Such order and any report shall be signed on behalf of the Board by any member or members of the Board designated by it for that purpose.

III. Appeals from Decisions of the Executive Committee Regarding Membership in Good Standing

1. Any member who has had benefits of membership suspended or had membership suspended, or had membership terminated by the Executive Committee pursuant to by-law 5.10 may appeal to the Federation Appeals Board (the "Board") by filing a written notice of request for an appeal with the executive director within sixty (60) days of the receipt by the member of the order(s) of the Executive Committee.

2. Upon receipt of a notice of request for an appeal, the executive director or a person designated by him shall:

(a) Notify the federation president and the members of the Board of the request;

(b) Notify the appellant and the members of the Board of the time and place of the hearing of the appeal (such notice shall be given at least 30 days prior to the hearing, unless the appellant consents to the appeal being heard at an earlier time);

(c) Ensure, not less than 14 days prior to the hearing, that copies of all documents referred to in rule 7(a) shall be mailed to the appellant, all members of the Board, and the person appointed pursuant to rule 3.

3. Upon being notified of an appeal, the president of the BCTF shall appoint a person (hereinafter referred to as the "respondent") to present to the Board all evidence relevant to the appeal, and to make any necessary submissions in respect of the decision of the Executive Committee.

4. The hearing of the appeal shall proceed in the presence of the Federation Appeals Board. The following persons shall be entitled to attend but if any person without reasonable excuse fails to attend the Board shall be empowered to proceed in any event:

(a) The appellant, who shall be entitled to be accompanied by another person who may speak on his/her behalf and notwithstanding this right the appellant member shall be entitled to speak at the hearing as these rules permit;

(b) The respondent;

(c) Such persons as the Board determines to be necessary to the conduct of the appeal.

5. The Board may engage counsel to be present during the hearing of an appeal for the purpose of responding to questions of law posed by the Board, in the presence of all participants to the hearing.

6. A quorum of the Federation Appeals Board shall be 15 members.

7. The order of proceedings on the hearing of an appeal shall be as follows:

(a) Introduction as exhibits of the following documents:

(i) documents considered by the Executive Committee in arriving at its decision;

(ii) the decision(s) of the Executive Committee appealed from and any written decisions or reports in respect thereof;

(iii) the appellant's notice of request for an appeal;

(b) Review of the evidence and Executive Committee decision by the respondent;

(c) Presentation of the submissions of the appellant;

(d) Questions by members of the Board directed for response to either the appellant or the respondent;

(e) Summary by the respondent;

(f) Summary by the appellant;

8. The order of proceedings may be altered by the Federation Appeals Board only with the consent of the appellant, provided that during deliberations the Board may resolve to reconvene the hearing in the presence of the parties to hear further evidence or submissions necessary for the Board's decision.

9. Following the hearing, the Board shall deliberate in private and may confirm, reverse, or modify the decision of the Executive Committee. The decision of the Board shall require approval of a majority of the Board members in attendance.

10. The Board shall issue a written order stating its disposition of the appeal, and may issue a written report. Such order and any report may be signed on behalf of the Board by any member or members of the Board designated by it for that purpose.

Part 3

General Information

How the BCTF is organized

All teachers in British Columbia's public schools are eligible for membership.

Through his/her membership in the BCTF each teacher is a member of a **local association** of BCTF members. The various local associations carry out those aspects of the federation's work that concern teachers in the local area only. Matters that concern the welfare of teachers generally are handled by the provincial organization.

In several of the geographical areas of the province the local associations send representatives to regional organizations called **district councils.** Each district council deals with matters that affect the teachers of an entire geographical area (e.g., the Okanagan Valley), and co-ordinates the work of the local associations in the area.

Representatives of the local associations meet as the Representative Assembly (see below) at least three times during the year. They are known as geographical representatives, and are valuable communication links between the teachers in their associations and the BCTF Executive Committee and head office. They convey to the provincial organization the thinking of teachers in their areas and bring back to their associations news of the thinking and actions of the BCTF table officers, Executive Committee, Representative Assembly and staff.

Each geographical representative is "Mr./Ms. BCTF" in his/her area. So that he/she may be fully informed at all times on what the federation's officers, committees and staff are doing on behalf of teachers, he/she receives copies of all the minutes, reports and studies produced by the BCTF.

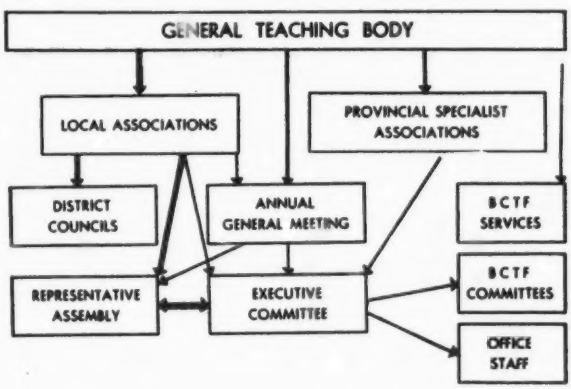
Each local association is also represented at the BCTF Annual General Meeting, the sovereign body of the federation.

Operating as sub-organizations of the BCTF are 27 **provincial specialist associations,** membership in which is open to all BCTF members. These organizations of teachers with similar subject or grade interests attempt to further the work of the federation in such areas as curriculum development and in-service education. The work of the PSAs is financed by grants from the BCTF and nominal fees set by the PSAs.

The 27 PSAs are listed on page 56 of Policies and Procedures (Part 2 of this booklet).

Executive Structure

The organization of the BCTF is shown in diagram form below.



The following summary of the various bodies involved in the executive structure of the federation may assist members in interpreting the diagram.

Table Officers

The table officers are a president, a first vice-president, a second vice-president and an immediate past president. The first three are elected at the same Annual General Meeting. The past president, of course, was elected at the previous year's AGM. The president takes leave of absence from his/her teaching duties to devote full time to the presidency, and receives from the BCTF 130 per cent of the salary he/she would normally be paid by his/her school board. In addition, the first vice-president may, at his/her option, take a year's leave of absence to devote his/her full time to BCTF affairs. If he/she chooses to do this, he/she receives from the BCTF 115 per cent of the salary and allowances he/she would normally be paid by his/her school board.

From time to time the table officers meet to discuss BCTF affairs generally and/or specific items referred to them by the Executive Committee or Representative Assembly. Any recommendations arising from such meetings are presented to the Executive Committee.

Annual General Meeting

The Annual General Meeting is the sovereign policy-making body. It is made up of the members of the Representative Assembly and delegates elected by each local association on the basis of one delegate for each 0.2 per cent, or fraction thereof, of the total active membership of the BCTF who are members of the local association. This formula determines the voting strength of each local association, but there is no restriction on the number of delegates an association may send. Moreover, any BCTF member may attend the AGM and participate in the debates. However, only members holding official delegates' cards (distributed according to the 0.2 per cent formula) may vote.

Although the AGM decides what the policies of the federation will be, it seldom initiates those policies. Rather, it approves (or disapproves) policies suggested to it in resolutions submitted by local associations and recommendations submitted by BCTF committees, the Executive Committee or the Representative Assembly.

Representative Assembly

In essence the Representative Assembly is a small AGM. It is made up of 115 geographical representatives, elected by and responsible to the local associations in the various geographical areas of the province, and the 11 members of the Executive Committee as non-voting members.

The assembly's duties and powers are listed on page 43 of Part 2.

The Representative Assembly meets as often as required between AGMs. Because of the responsibilities assigned to it, it must meet at least twice each year; once to set the federation's budget, and once to nominate candidates for positions on the Executive Committee. However, it meets as many additional times as it requires to fulfill its responsibilities. Moreover, it must meet on the demand in writing of 20 per cent or more of the geographical representatives.

Executive Committee

The Executive Committee consists of the four table officers plus seven members-at-large. All eleven are elected by the AGM and are responsible to it.

The Executive Committee is charged with exercising all the powers of the federation and with directing and supervising the business and conducting the affairs of the federation between AGMs. It is subject, of course, to the action of the AGM and may work only within the limits of BCTF policy. Any action beyond the scope of, or contrary to, BCTF policy must be approved by the Representative Assembly.

BCTF Office

A. OVERVIEW OF THE ORGANIZATION

BCTF organization is based on the concept that members' needs can best be met if direct service is provided, when feasible, at the local level; BCTF efforts must therefore be directed to working with and assisting local associations and/or provincially appointed representatives to provide such services.

The BCTF uses a divisional structure to bring together, as a working team, individuals with knowledge and skills to develop, propose, and manage programs to meet particular members' needs. A co-ordinating committee assists the executive director in ensuring that work is effectively integrated, and that necessary adjustments are made to fit changing circumstances.

The divisional structure consists of two divisions responsible for providing direct service to local associations, one division responsible for providing service to members, and two support service divisions that support each of the three, and provide other services as well.

B. FIELD SERVICE DIVISIONS

The field service divisions help ensure that effective service is readily available at the local level to meet particular needs. To facilitate integration and communication, each consists of an administrative staff work team or division of nine members, and necessary support staff personnel. Staff from the two divisions work in teams to provide support to local associations. As well, each staff member undertakes specialist functions related to the work of the team.

At the same time, all administrative staff members are expected to maintain a good understanding of BCTF policy, procedures and organization, generally, so that each can assist members to "plug in" to their organization quickly and effectively.

Both field service divisions are responsible for such activities as reviewing and developing policy for consideration by elected representatives, providing support to committees and task forces working in their area, and, in conjunction with the Government Division, preparing briefs or responding to articles or statements in the media concerning their work.

1. Bargaining Division (BD)

The Bargaining Division is concerned with bargaining salaries and working and learning conditions. It is responsible for developing evidence and documentation in support of arguments and/or cases, offering direct support in the negotiating process and to those involved in it, providing support to committees working in the area, and maintaining inter-agency contacts to facilitate the work of the division. In addition, it is responsible for providing analytical and advisory services regarding school board budgets and education finance in general.

2. Professional Development (PD)

The teacher, in consultation with others, selects, designs and plans appropriate learning programs, organizes and implements the discrete activities within them, and evaluates the extent to which objectives have been reached and the suitability of various activities.

The work of the PD Division supports this role, and consists of three major thrusts: the training thrust is designed to help the teacher develop and refine the skills and increase the knowledge required to become autonomous; the curriculum and instruction thrust focusses on creating and maintaining external conditions favorable to the continuation of the teacher functioning as an autonomous but responsible individual and group member; a social responsibility thrust, which seeks to overcome, remove, or reduce the effect of adverse socio-economic conditions that impede or thwart the growth and development of students through Status of Women, Mitigating Racism, and other programs.

C. MEMBER AND SUPPORT SERVICE DIVISIONS

1. Teacher Personnel Services (TPS)

The goals of this division are to provide individual members with advice and/or assistance about tenure and relations concerns related to the teaching situation, to ensure that each member receives just treatment in such matters, and to encourage members to respect and honor the BCTF Code of Ethics.

Its functions include the development of clauses related to personnel policy for local consideration in adopting bargaining objectives, and the provision of counselling services to members and advice to local association officers concerning their role in assisting members regarding the appointment and assignment (suitability in terms of qualifications and experience and workload) of teachers, the evaluation of teachers and reporting, transfers and appeals against transfers, and suspension, dismissal, termination and/or appeals.

This division assists in the provision of people to represent or advise members at various meetings and ensures that teachers are accompanied or represented by BCTF staff members, or others, at hearings before school boards and/or certain of their committees, boards of reference, review commissions, transfer review committees and/or the courts.

This division also provides direct assistance to the key internal committees that deal with professional relations and ethics, including the Committee of Ombudspersons.

2. Government Division (GVT)

This division is one in which the full-time table officers play a particularly vital role. It has the responsibility of ensuring that alternative policy, procedural and/or strategic proposals are placed before the appropriate BCTF governmental bodies in a form and sequence that facilitates and expedite decision-making; assisting the Executive Committee in making a leadership report to the AGM that centres AGM debate on key issues; ensuring that decisions made by the BCTF governmental bodies are acted and reported on; informing the membership of decisions arrived at by the BCTF governmental bodies; maintaining effective contact with various external agencies; ensuring that persons who have contact with external agencies have or are provided with information needed to pursue BCTF objectives, and report regularly to appropriate BCTF bodies; providing information to the public (through various media) to influence public opinion in the furtherance of BCTF objectives; and capitalizing on key aspects of reports such as that of the Joint Board of Teacher Education Subcommittee.

In addition, the division is concerned with income protection plans such as the Salary Indemnity Fund, long-term disability, the Assistance Society and the pension plan, and provides counselling to individuals and groups related thereto.

3. Finance and Administrative Services Division (FAS)

This support area deals with a wide range of functions that must be effectively managed to complement the work of the other five divisions. Functions include the following: financial, investment, property and insurance management; accounting and budgeting systems (BCTF PSAs, BCTF Assistance Society, etc.); membership services (records, fee collection); purchasing and leasing equipment, equipment maintenance and supply management; telephone systems management, records and Resources Centre management; data processing; print preparation; printing and bindery services; and building management and maintenance.

D. MANAGEMENT

Major issues and decisions, of course, impinge on the work of all divisions. To help ensure that the work of all divisions is integrated and co-ordinated to meet politically-determined objectives and priorities, a Co-ordinating Committee to assist the executive director has been established. Members normally consist of directors of each division and the full-time table officers, ex-officio.

Programs, committees & task forces

As of the beginning of this school year, the BCTF operated the programs and subprograms listed below. Listed on the right are committees and task forces associated with the various programs, again as of the beginning of the year. With the exception of the Investigation Committee, Judicial Committee, Committee of Ombudservice, Federation Appeals Board, RA Agenda Committee, and Executive Committee, committees and task forces are appointed by the Executive Committee, and are responsible to it.

PROGRAMS		COMMITTEES AND TASK FORCES
Management		
MGT 1.0	Management	
	MGT 1.1 Management	
	MGT 1.2 Personnel Administration	
Bargaining Division		
B 1.0	Bargaining	Bargaining Committee
B 2.0	Working and Learning Conditions	Working and Learning Conditions Committee
	Education Finance	Education Finance Committee
B 3.0	Labor Liaison	Labor Liaison Committee
Professional Development Division		
PD 3.1	Computers in Education	
PD 3.3	Curriculum and Evaluation	
PD 3.4	Lesson Aids Service	
PD 4.1	Rights of Children	Rights of Children Committee
PD 4.2	Status of Women	Status of Women Committee
PD 4.3	Mitigating Racism	Racism Committee
PD 5.1	PDAC and PD Chairpersons and Support Systems	Professional Development Advisory Committee
PD 5.2	PSAs, PSA Council, PSA Council Executive	PSA Council PSA Council Executive
PD 5.3	Continuing Education Network	
PD 5.4	Stress Counselling Network	
Teacher Personnel Services Division		
TPS 1.0	Teacher Personnel Services	Teacher Personnel Committee Investigation Committee Judicial Committee Committee of Ombudspersons Professional Relations Advisers Committee Federation Appeals Board
Government Division		
GVT 1.0	BCTF Government	
	GVT 1.1 Executive Committee	Executive Committee G. A. Fergusson Memorial Award Trustees Commission on BCTF Governance
	GVT 1.2 Representative Assembly	RA Agenda Committee
	GVT 1.3 Annual General Meeting	Resolutions Committee
	GVT 1.4 Policies & Procedures	Policies and Procedures Committee
	GVT 1.5 Summer Conference Co-ordination	
GVT 3.0	Communications	
	GVT 3.1 External Communications/Technological Development	Technology Policy Committee
	GVT 3.2 *BCTF Newsletter*	BCTF Newsletter Editorial Board
	GVT 3.3 *The B.C. Teacher*	The B.C. Teacher Editorial Board
	GVT 3.4 Local Communications	
GVT 4.0	National & International	
	GVT 4.1 Canadian Teachers Federation	
	GVT 4.2 International Assistance	W. R. Long International Assistance Fund Trustees
GVT 5.0	Agencies	
	GVT 5.1 Influencing Public & Government Policy	
	GVT 5.2 Teacher Education/Teacher Qualification Service	Teacher Education Committee
GVT 6.0	Income Security	
	GVT 6.1 Pensions	Pensions Committee
	GVT 6.2 General Benefit Plans	Income Security Committee
	GVT 6.3 Salary Indemnity	Salary Indemnity Committee
	GVT 6.4 Assistance Society	
Finance and Administrative Services Division		
FAS 1.0	Treasury and Accounting	
	FAS 1.1 Treasury	Finance Committee
	FAS 1.2 Accounting Systems	
	FAS 1.3 Member Records and Fees	
FAS 2.0	BCTF Building Management	Building Subcommittee
FAS 3.0	Administrative Services	
	FAS 3.2 Printing, Binding & Mailing	
	FAS 3.3 Resources Centre	
	FAS 3.4 Word Processing/Graphics	
	FAS 3.5 Records Department	
	FAS 3.6 Staffroom/Switchboard/Miscellaneous	
FAS 4.0	Computer Services	
FAS 6.0	General Services and Supplies	

Administrative Staff

Tel 731-8121
Toll Free 112-800-663-9163
Atlin, Cassiar, Ft. Nelson, Stikine, Lower Post — call 731-8121 collect

Management	Home Telephone Numbers
Executive Director:	
Robert M. Buzza	435-8725 or 435-7120
Administrative Assistant to the Executive Director:	
Shirley Cox	873-0572
Personnel Manager:	
Arthur Broomhall	263-9788
Bargaining Division	
Director:	
George A. North	873-3005
Assistant Directors:	
Allen Cornes	946-1816
Wesley T. Knapp	873-6602
Mavis J. Lowry	433-8056
Michael Midzain	980-4443
Ken Novakowski	534-5463
Linda Shuto	420-6395
Ken J. Smith	438-8732
David T. Yorke	291-9319
Professional Development Division	
Directors:	
John S. Church (to January 1983)	733-4659
Michael M. Zlotnick (from January 1983)	
Assistant Directors:	
Nancy M. Flodin	731-2984
Peggi J. Hall	270-4564
R. Dale Kelly	327-0167
Edwin P. May	936-8536
Noreen O-Haire	
Gale Tyler	291-8184
Teacher Personnel Services Division	
Director:	
Mohammed Shamscher	731-6748
Assistant Director:	
Ralph Sundby	438-8927
Legal Counsel:	
Desmond J. Grady	228-8207
Government Division	
Director:	
James A. Bowman	943-5593
Assistant Directors:	
Kenneth M. Aitchison	922-4056
F. James Cairnie	987-0386
John Hardy	228-0442
Thomas Hutchison	873-9249
T. Arnold Myers	987-1284
Bruce Watson	433-3708
Finance and Administrative Services Division	
Director:	
Derek Holden	936-2201

Staff Responsibilities

BCTF members sometimes do not know which staff member they should contact regarding a given matter. The following list indicates which staff person should be the first contact in the various areas of BCTF work. If you are in doubt about whom to telephone, the switchboard staff will assist you.

Administrative Services
Carole Compton-Smith

Agreements
See Bargaining

Annual General Meeting
Ken Aitchison

Bargaining
George North

Bargaining Field Service:
Al Cornes (Vancouver Island North, Vancouver Island South); Linda Shuto (Metro 1*, South Coast); Wes Knapp (Okanagan North, Okanagan South); Mavis Lowry (East Kootenay, West Kootenay); Mike Midzain (North Central, Peace River); George North (Fraser Valley); Ken Novakowski (Metro 2**, Metro 3***); Ken Smith (Central Mainland, North Coast).

Professional Development Field Service:
John Church (North Central, Peace River); Nancy Flodin (East Kootenay, West Kootenay); Dale Kelly (Vancouver Island North, Vancouver Island South); Noreen O'Haire (Fraser Valley, South Coast); .... (Okanagan North, Okanagan South); Gale Tyler (Central Mainland, North Coast); Mike Zlotnik (Metro 1*, Metro 2**, Metro 3***).

*Metro 1 — Delta, Langley, Richmond, Surrey.
**Metro 2 — Burnaby, Maple Ridge, Vancouver.
***Metro 3 — Coquitlam, New Westminster, North Vancouver, West Vancouver.

Bargaining Bulletin
George North, Ken Smith

BCTF Administration and Management
Bob Buzza

BCTF Assistance Society
Angela Magistrad

BCTF Building
Audry Zaharichuk

BCTF Insurance
Derek Holden

Budgeting
Derek Holden

Constitution and By-Laws
Des Grady

Continuing Education (Conferences, Conventions, Workshops, Short Courses)
Dale Kelly, Gale Tyler

Contractual Matters, Grievances — as for Bargaining

Current PD Concerns
Noreen O-Haire

Curriculum and Instruction
John Church, Noreen O-Haire, Mike Zlotnik, Nancy Flodin

Education Finance
Al Cornes, Mavis Lowry

Executive Committee Agendas
Berniece Fender

Federation Appeals Board
David Yorke, Mohammed Shamsher

Fee Accounting (Membership)
Jo Ramsay, George Reed

Finance and Accounting
Derek Holden, George Reed

Group Insurance Plan
Jim Cairnie

Hilroy Awards for Teachers
Thelma Weinreich

International Assistance, CTF's Project Overseas
Ken Aitchison

Investigation Committee
Ralph Sundby

Investments
Derek Holden

Judicial Committee
Des Grady, Mohammed Shamsher

Labor Liaison
David Yorke

Legal Matters
Des Grady

Lesson Aids
Sandy Godard

Local Support Grants
Shirley Cox

Membership
John Hardy

Ombudservice
Mohammed Shamsher

Overseas Teaching Assignments
Ken Aitchison

Parliamentary Procedure
Ken Aitchison

Pensions
Bruce Watson

Personnel Problems
Mohammed Shamsher, Ralph Sundby

Policies and Procedures
Ken Aitchison

Professional Development Advisory Committee
John Church

Professional Development Field Service
See Bargaining

Professional Development Grants
Thelm Winreich

Professional Development Publications

PD Bulletin	Nancy Flodin
PD Concerns	Noreen O'Haire, John Church
PD Action	Noreen O'Haire, John Church

Professional Relations, Discipline and Legal Service
Des Grady, Mohammed Shamsher, Ralph Sundby,

Professional Relations Advisers Committee
Mohammed Shamsher

Program Sponsor Teacher
Tom Hutchison

Project TEACH and PRIDE
Dale Kelly

Property Management
Derek Holden

Provincial Specialist Associations
(Organization, Administration, PSA Guidebook)
Debby Stagg, Linda Flanders, Noreen O'Haire

PSA Council
Debby Stagg, Noreen O'Haire

PSA Council Executive
Debby Stagg, Noreen O'Haire

PSA Publications
Debby Stagg, Linda Flanders

Publications; e.g.,

The B.C. Teacher	Ken Aitchison
BCTF Newsletter	Clive Cocking
Members' Guide to the BCTF	Ken Aitchison
Manual for Officers of Local Associations	John Hardy
On the House	Jim Bowman
Reports and Resolutions	Ken Aitchison
Simplified Rules of Order	Ken Aitchison
Teachers' Appointment Calendar	Ken Aitchison

Public Relations (Assistance to Local Associations)
John Hardy

Public Relations (Provincial)
Arnie Myers

Racism
Ed May

Relations With Other Organizations and With the Government of B.C.
Jim Bowman, Bob Buzza

Representative Assembly
Berniece Fender

Resolutions
Ken Aitchison

Rights of Children
Mike Zlotnik

Salary Continuance
Jim Cairnie

Salary Indemnity Claims
Jim Cairnie

School Buildings, Grounds and Facilities
Mavis Lowry

Sick Leave — as for Bargaining

Status of Women
Peggi Hall

Stress Counselling

Summer Conference Co-ordination
Berniece Fender

Teacher Education
Tom Hutchison

Teacher Personnel Committee
Mohammed Shamsher, Ralph Sundby

Teacher Qualification Service
Tom Hutchison

Tenure Matters
Mohammed Shamsher, Ralph Sundby

Training and Organizational Development
Dale Kelly

Unemployment Insurance
Bruce Watson

Working and Learning Conditions
Wes Knapp, Mike Midzain

Working Conditions, Grievances — as for Bargaining

Workers' Compensation
Burce Watson

The BCTF Fee

Each month (from September through June) the BCTF fee is deducted from each teacher's paycheque.

The annual BCTF fee consists of three parts:

1. The fee set by the BCTF Annual General Meeting. This year that fee is $329 annually, $32.90 per month.

2. The fee set by the teacher's local association. This amount is sent by the BCTF to the local association.

3. A premium for Salary Indemnity Fund coverage (see page 36), which is 0.2 per cent of the teacher's gross salary.

Some Services of the BCTF

To Members in Good Standing

Underlying everything the BCTF does is its ultimate goal of making teaching a major profession. The organization has two inseparable objectives: (1) to further the cause of education, and (2) to improve the status and welfare of teachers. The objectives are inseparable because gains made toward either of them inevitably improve the other also.

The BCTF is attempting to build a profession, and much of its time, effort and money are devoted to this end. The task is a lengthy one and one that demands a great deal of work. Some of that work is done by the Executive Committee and other standing and ad hoc committees, some by the provincial specialist associations, some by district councils and local associations, some by the staff officers. That the professional development work over the years has been effective is indisputable. Although it still has a long way to go before becoming a true profession, teaching today is much closer to the goal than it was even a few years ago.

An integral part of the drive toward professional status is the improvement of the economic position of teachers. Hence the economic welfare aspects of BCTF work. Here, too, remarkable progress has been made.

Some teachers mistakenly think of the BCTF as being **only** a welfare organization and try to judge its effectiveness **only** by the direct services it provides for its members. Such a judgment is invalid. Many of the benefits of the BCTF's work in developing the profession are **indirect,** but are, nonetheless, of real value to teachers.

The following is a partial list of BCTF services to individuals and groups. What is probably the most valuable benefit of BCTF membership has not been included — the immeasurable worth of having a strong professional organization to support one if problems arise. If emergencies develop, members may telephone the BCTF office (731-8121 or toll free 112-800-663-9163) for advice and assistance. Proper advice early enough can often prevent a minor problem from becoming a crisis.

Some Services to Individuals

1. Salary Indemnity Fund
2. BCTF Assistance Society
3. Life insurance
4. Salary continuance
5. Free legal advice, including protection of tenure
6. Advice on all professional, economic and general matters
7. Professional Relations Advisers Committee
8. Publications, e.g.,
   (a) *The B.C. Teacher*
   (b) *BCTF Newsletter*
   (c) *BCTF Professional Development Bulletin*
   (d) *Appointment Calendar*
   (e) *Members' Guide to the BCTF*
   (f) *Simplified Rules of Order*
9. Project TEACH and PRIDE
10. Provincial Specialist Associations
    (a) Publications — newsletters, journals, manuals, special reports, etc.
    (b) In-service education projects
    (c) Annual meetings
11. Workshops, conferences, short courses, conventions
12. Lesson Aids
13. Information service
14. Information on schools (survey cards) and school districts, advice on seeking teaching positions
15. Annual summary of salaries paid by all school districts
16. Ombudservice

Some Services to Local Associations

1. Summer conferences and other leadership conferences
2. Speakers and consultants
3. Advice on all matters
4. Salaries and working and learning conditions
   (a) Information, advice and assistance to local committees
   (b) Arbitration grants
   (c) Support in disputes
5. Financial grants
   (a) Setting up local association offices
   (b) Small associations
   (c) Summer Conference
   (d) AGM
   (e) District councils
6. In-service education projects — planning and grants
7. Information service
8. *Manual for Officers of Local Associations*
9. *Simplified Rules of Order*
10. *Reports and Resolutions* booklets for AGM
11. AGM — policy decisions by association delegates
12. Skills building programs

Some Services to PSAs

1. Per capita grants
2. Clerical and financial records
3. Printing and mailing
4. Advice and assistance on all matters
5. In-service education — planning and grants
6. Delegations to Ministry of Education
7. Information service
8. *PSA Guidebook*
9. Speakers and consultants
10. PSA Council

Some Services Through Affiliations

1. Teachers' Investment and Housing Co-operative
2. B.C. Teachers' Credit Union
3. Canadian Teachers' Federation
4. World Confederation of Organizations of the Teaching Profession (WCOTP)

Some Indirect Benefits of BCTF Efforts to Develop the Profession

1. Curriculum development, including support of teacher-initiated curriculum projects, revision committees, textbook changes
2. Protection of standards
   (a) Teacher education
      i. Joint Board of Teacher Education
      ii. Faculty of Education Council, UBC
   (b) Teacher certification
   (c) Professional ethics
3. Work of BCTF committees and task forces — for example:
   (a) Bargaining — salaries, leave, salary continuance, etc.
   (b) Education Finance — to obtain adequate financial support for education
   (c) Professional Development Advisory — to guide BCTF's professional development activities
   (d) Learning Conditions — to improve learning conditions in schools
   (e) Pensions — continual improvements
   (f) Racism — to remove racist materials and practices from schools
   (g) Status of Women — to remove sexist materials and practices from schools
   (h) Rights of Children — to focus on the rights, responsibilities and needs of all children
   (i) Teacher Education — to improve the quality of people entering the profession
4. Special research projects — e.g., teacher education, class size, education finance, demonstration library
5. Legislative benefits
   (a) Promotion of legislation teachers want
      i. educational leave
      ii. pensions
      iii. salaries

iv. sick leave
v. summer session
vi. tenure
vii. reduced pupil-teacher ratio
viii. full collective bargaining rights.

(b) Successful opposition to proposals for legislation teachers oppose

i. salaries — provincial bargaining
ii. supervision and reporting on teachers
iii. shortening of spring vacation
iv. teacher dismissals

6. Public relations
   (a) General — internal and external
   (b) International assistance — e.g., Project Overseas
7. Continuous efforts to reduce pressures on teachers and students.
8. Work with other groups — e.g.,
   (a) B.C. School Trustees Association
   (b) Provincial Advisory Committees on Curriculum
   (c) Teacher Qualification Service
   (d) Educational Research Institute of B.C.

Some of the services listed above are described in more detail on the pages that follow.

BCTF Assistance Society

Some time ago the Provincial Teachers' Medical Services ceased to function as a carrier for teachers' medical insurance payments.

The PTMS agreed with the BCTF that income deriving from its residual funds, together with a fee allocation from the BCTF, should be the income of a new society called BCTF Assistance Society.

This society carries on the tradition of the Benevolent Fund to provide assistance to members in difficult financial circumstances. It has somewhat larger resources than had the old Benevolent Fund and is able to assist BCTF members, both active and retired. All communications (which will be held in strictest confidence) should be addressed to the Secretary of the BCTF Assistance Society, 105-2235 Burrard Street, Vancouver V6J 3H9.

Employment Information

The BCTF provides basic information and assistance to teachers making job applications. Detailed employment information is available from the B.C. School Trustees Association.

The BCTF also provides some information on overseas teaching opportunities.

Income Security

Subject to the detailed SIF regulations on page 35 and eligibility for UIC and salary continuance, members who are unable to teach because of accident or illness will receive benefits as follows:

1. statutory sick leave paid by employing board;

2. unemployment insurance — for 10 days only (application must be made while not teaching and not less than two weeks before expiry of statutory sick leave);

3. salary indemnity;

4. salary continuance, if participating in a salary continuance plan through the local association.

Salary Indemnity

The BCTF operates a fund that provides benefits to members who by reason of sickness or disability are unable to teach. All active members are covered. Benefits begin:

1. in the case of consecutive absences, on the 11th consecutive teaching day following the termination of statutory sick leave and/or benefits resulting from agreements with local associations; or,

2. in the case of intermittent absences, on the 11th teaching day of absence following termination of statutory sick leave and/or benefits resulting from agreements with local associations where absences are intermittent but all are attributable to the same illness and the preceding 10 days of absence fall within a 20-teaching day period.

3. In the case of intermittent absences required for prescribed life sustaining medical treatment, and designated by the Salary Indemnity Fund Committee as such (for example, chemotherapy), on the 11th teaching day of absence following the termination of statutory sick leave and/or benefits resulting from agreements with local associations.

The fund also pays the appropriate pension contribution to maintain pensionable service credit during each claimant's absence.

Benefits terminate on recovery or after 175 teaching days.

Claim forms are obtainable only from the claims officer, at the BCTF office.

Benefits received from SIF are not taxable.

See section 14.C of Policies and Procedures for the regulations governing the Salary Indemnity Fund.

If any dispute should arise over a salary indemnity claim, the Salary Indemnity Fund Committee will act as an arbiter.

Salary Continuance

Salary continuance plans provide long-term salary protection to those members who become totally disabled and are unable to work. Plans are available in 74 school districts, and in most instances participation is voluntary. In 65 districts members are eligible to participate in a BCTF-sponsored plan, underwritten by the Great West Life Assurance Company. In nine districts — Burnaby, Coquitlam, Fernie, Golden, Kitimat, Revelstoke, Surrey, Southern Okanagan and West Vancouver — other arrangements are in effect.

Under the BCTF/GWL Plan a disabled member will receive a benefit of 60 per cent of salary (to a maximum of $40,000) during the period of disability. Benefits are paid in 12 equal monthly instalments and continue until the earliest of recovery, death or normal retirement.

To qualify for benefits a disabled member must be under the continuous care and personal attendance of a medical doctor. House confinement is not required.

The plan provides for annual increases in benefits, based upon increases in the Consumer Price Index, to a maximum of 3 per cent.

Pension rights under the B.C. Teachers' Pension Plan are maintained without payment to the Pensions Fund.

Detailed information regarding the BCTF/GWL Plan may be obtained from the BCTF office.

Legal Service

For a complete explanation of the legal aid available to members see the Legal Aid Section of **Policies and Procedures** (Part 2 of this booklet). For information about the BCTF ombudservice, see next column.

Lesson Aids Service

The Lesson Aids service has approximately 700 different teacher-prepared curriculum-related materials for K-12. The materials vary from suggested approaches to a unit or lesson to learning activity packages for the use of individual students; from games to print materials to slide sets, tapes and computer courseware. All materials are sold at minimum cost to teachers and education students.

Catalogues are distributed to schools in September. Materials may be ordered in person or by mail. Office hours are 09:00 to 17:00 Monday through Friday, and 09:00 to 13:00 Saturdays. (The office is not open Saturdays during July and August.)

Schools interested in purchasing a complete set of lesson aids and having it kept up-to-date, should contact the Lesson Aids office for further information.

Sets of display binders, which include sample pages of all lesson aids, are located at the major public universities, as well as at the Victoria Co-operative office and the BCTF building. Six other sets are available on loan to members in B.C. The binders will be sent to schools or conference sites. The Lesson Aids Service pays one-way shipping charges.

An Apple II Plus microcomputer with two disk drives and a printer is available for teachers to use in the Lesson Aids office.

The underlying principles for the Lesson Aids Service, as decided by the May 1981 Executive Committee meeting (p. 12 of the minutes) are:

- provide an opportunity for the personal/professional growth of teachers by involving teachers in the design and promotion of materials;
- provide a support service to teachers through access to quality, appropriate materials.
- develop materials and methods, particularly at the "leading edge" of educational change;
- provide for access/selection/exchange of classroom-tested materials;

• maintain a high visibility to gain public recognition for teachers as curriculum developers.

Life Insurance

1. Local Group Plans

The BCTF and BCSTA jointly sponsor a group life insurance plan, underwritten by the Great-West Life Assurance Company in which approximately 50 local associations participate.

The coverage is as follows:

For single members who have no dependents (for whom a deduction would be allowed under the Income Tax Act) insurance is in the amount of $5,000. For married members, with or without dependents, and single members with dependents the following scale applies:

under age 35	300% of annual salary
age 35 but under 45	250% of annual salary
age 45 but under 55	200% of annual salary
age 55 or over	150% of annual salary

In both versions a single member without dependents may elect to apply for the higher coverage, but must provide satisfactory medical evidence of insurability to the company to obtain it.

In both versions of the plan, members on a regular part-time assignment that is 50 per cent or more of full time may participate in the plan on the same basis as full-time members; a member on a regular part-time assignment that is less than 50 per cent of full time is limited to a maximum of $5,000 coverage.

Most of the local associations not covered by one or the other version of the BCTF/BCSTA plan have group plans with another underwriter.

Information about the coverae at a particular district may be obtained by writing to the BCTF office.

2. Voluntary Group Life Insurance

During the spring of 1981 the BCTF agreed to a voluntary group life insurance policy, which would make greater amounts of insurance available for teachers and their spouses in those school districts that chose to participate in the plan. The plan provides teachers and spouses with greater flexibility in arranging, on a voluntary basis, their insurance packages at cheaper premium rates than they could generally obtain on an individual basis.

Teachers on regular part-time and full-time assignments may participate. The plan offers coverage for the teacher only, the teacher's spouse, only, or both the teacher and the spouse. The teacher and/or spouse may elect insurance in $10,000 units, to a maximum of $100,000 on each life. The amount elected for the spouse need not be the same as the amount elected by the teacher.

Premiums are paid through payroll deduction. Only teachers and spouses in those districts that have agreed to participate in the plan may apply for coverage. Members enrol by completing an individual application, which includes a short health questionnaire. No medical examinations are required. Premium rates are:

	Cost per $10,000 Unit	
Insured Employee's Age as of Jan. 1	Calendar Month	School Month
Under 35	$ 0.70	$ 0.84
35-39	0.80	0.96
40-44	1.20	1.44
45-49	1.95	2.34
50-54	3.45	4.14
55-59	5.55	6.66
60-65	8.50	10.20
65	10.30	12.36

Check with the president of your local association to see if the insurance is available in your district, and if so, where application forms are available.

3. Citadel Life Plan

In 1967 the BCTF arranged for a life insurance plan in which members may participate as individuals. The plan is written by the Citadel Life Insurance Company and offers coverage at favorable rates.

A new rating structure was adopted by the BCTF in June 1982. Those enrolled in the plan under the former structure will have the option of moving to the new structure or remaining on the former one (with a reduction in premium).

The new structure is:

Schedule of Insurance and premiums

Age	Units of Insurance	Non-Smoker's Annual Premium	Smoker's Annual Premium
Under 30	$25,000	$ 19.00	$ 34.85
30-34	25,000	21.65	40.50
35-39	25,000	30.85	59.00
40-44	25,000	47.85	92.95
45-49	25,000	81.25	158.65
50-54	25,000	128.15	244.60
55-59	25,000	203.40	382.35
60-64	25,000	315.90	551.10
65	25,000	446.75	670.10
66	22,500	446.75	670.10
67	20,000	446.75	670.10
68	17,500	446.75	670.10
69	15,000	446.75	670.10

A member may purchase up to a maximum of 8 units. Coverage and premium apply in the age bracket specified.

A health questionnaire must be completed, and the company reserves the right to request a medical examination (at the company's expense).

A member may now insure his/her spouse to a maximum of four units. The spousal premium rates are based on the above schedule, determined by the age of the insured teacher.

Information and application forms should be obtained from: Citadel Life Assurance Company, 300 - 2695 Granville Street, Vancouver V6H 3H4, (Tel. 736-6637).

Ombudservice

To ensure that no BCTF member is the victim of bureaucratic decisions within the organization for which no established appeal procedure is available, the BCTF has an ombudservice. This group also deals with appeals against legal aid decisions of the Executive Committee, and claims of errors in process or of "new evidence" with respect to decisions of the Judicial Committee. Any member may ask for the services of the ombudsperson by writing to the Executive Director, B.C. Teachers' Federation, 2235 Burrard Street, Vancouver V6J 3H9.

Five ombudspersons are selected by the Representative Assembly on the basis of regional representation, as follows:

(a) Lower Mainland east to Hope — Howard Robens, Vancouver;

(b) Okanagan-Central Mainland — James Hinds, Kamloops;

(c) Kootenays — Bob Jackson, Trail;

(d) North Coast-North Central-Peace River — Ken Martin, Ashcroft;

(e) Vancouver Island — Pat Adlem, Saanich.

For information on procedures pertaining to the ombudservice, see page 42.

Periodicals

The B.C. Teacher is the official magazine of the B.C. Teachers' Federation. Published four times a year at the first of October, December, February and April. Ken Aitchison is editor and business manager.

The ***BCTF Newsletter*** is the official newspaper of the BCTF. It is published ten times during the school year. Clive Cocking is the editor.

Project TEACH

Project TEACH (Teacher Effectiveness And Classroom Handling) is a practical professional development program designed to help teachers make effective decisions about complex classroom situations.

Project TEACH is currently being sponsored by five Canadian teachers' associations and by 12 U.S. teachers' organizations.

The course is taught by practising B.C. teachers. In July 1978, 20 instructors were selected and trained. The first sessions began in 15 locations with an enrolment of 252. By March, 1982, 2,907 participants had completed the training in various locations throughout the province.

In the participants' evaluations (79-80) 87 per cent rated Project TEACH as the best or among the best professional training they have ever taken, and 98 per cent rated the competency of their instructors as good or excellent.

The University of Victoria has agreed to offer 1½ units of undergraduate credit beginning in the fall of 1981. Candidates will have to apply for admission to the university and be acceptable. All BCTF policies and procedures now in force will continue, and the option for non-credit will remain. In the fall of 1981, 122 teachers received University of Victoria credit.

For further information contact the Professional Development Division.

Professional Relations Advisers Committee

This committee is made up of a chairperson and at least one member from each of the following: elementary classroom teachers, secondary classroom teachers, elementary principals and secondary principals. Normally two members of the committee are assigned to each case by the chairperson.

The committee has no disciplinary authority. Its purpose is to restore relationships rather than to assess blame for a conflict. It has two main functions:

1. to attempt to resolve within the professional family disputes of the kind that, if left unattended, could result in serious ethics or tenure cases;

2. generally to promote the establishment of such sound personnel practices as will tend to eliminate sources of friction.

The committee is most likely to succeed if it is called in before a situation has had time to deteriorate too seriously.

Individual teachers and principals and local associations may request the services of the committee by communicating with the executive director or Teacher Personnel Services staff.

For information on the procedures of the committee, see page 56.

Provincial Association of Substitute Teachers

The Provincial Association of Substitute Teachers has been recognized as a section of the BCTF, pursuant to by-law 5.6. At present it is the only section that has been recognized.

The purpose of the association is to advance the cause of substitute teachers in B.C. Conditions for membership are the holding of voluntary active membership in the BCTF and being listed for substitute teaching in a school district.

Provincial Specialist Associations (PSAs)

The BCTF's provincial specialist associations currently enrol 16,000 members. The PSAs, through their journals, newsletters, conferences and workshops, promote communication among teacher members with common interests and concerns. Their independent work is co-ordinated and supported by the PSA Coupcil, a body of delegates representing each PSA who meet to share information and provide advice to the PSAs. The PSA Council also acts as an advisory group to the BCTF Executive Committee.

The provincial specialist associations and their chapters investigate, and recommend improvements in, learning and teaching conditions at the provincial and district levels. They make a valuable contribution to the BCTF in areas of curriculum study, curriculum development, educational theory and evaluation. In addition, they develop and recommend new materials to the BCTF Lesson Aids service, and assist in the evaluation of materials distributed through the service.

For many teachers, the provincial specialist associations are the major professional link with other concerned educators in their fields. The vital service that the PSAs provide is evident in the growing membership each year. It is viewed as a prerequisite to maintaining a high standard of professional practice.

Resources Centre

The Resources Centre is a professional library housing both print and non-print materials.

Films, audiotapes, videotapes, and kits may be borrowed; catalogs of holdings are sent to district resource centres and to individuals on request.

Print materials are available to BCTF building staff, Executive Committee members, geographical representatives, PSA table officers and members of BCTF committees and task forces.

Print materials may be borrowed by district resource centres. Interested teachers should contact their district resource centre for information.

Salary Schedules

The BCTF office maintains a complete and up-to-date file on all salary schedules in operation in the province. Individual teachers or local associations may make use of the schedules at any time.

Travel Insurance

Note: The BCTF's travel insurance was under review at press time. The following information, therefore, may not be accurate.

The insurance covers all travel activities, inside or outside the province, involving offical BCTF, local association, district council or PSA business. The insurance pays a maximum benefit, in the event of death, of $150,000 per person, reduced benefits for dismemberment, and a weekly indemnity of up to $3000, in the event of an accident, for those members not covered by long-term disability insurance after their other benefits have expired. The policy has an aggregate limit of $4,000,000 covering members travelling as a group.

BCTF Awards

G. A. Fergusson Memorial Award

The Fergusson Memorial Award was established to honor the memory of G. A. Fergusson who, at the time of his death in January 1928, had long been looked upon as one of the most outstanding teachers in British Columbia. His judgments and opinions were respected and his fairmindedness won him the absolute confidence of all with whom he came in contact.

Mr. Fergusson became deeply interested in the BCTF in its early days, for he saw in it an opportunity to serve his colleagues. After serving on the executive, he was elected president in 1923-24. He could not be persuaded to serve a second term as president, but undertook instead the chairmanship of the federation's Education Committee, which did excellent work in preparing the BCTF's brief to the Putman-Weir Commission on Education.

His services to the BCTf were recognized in 1926 when a life membership was conferred upon him.

As the representative of the high school teachers on the Senate of the University of British Columbia, Mr. Fergusson worked to establish a closer liaison between the university and the public schools. His efforts resulted in a broadening of university regulations. He was also successful in his efforts to have technical and home economics work recognized for matriculation standing.

Mr. Fergusson is best remembered, perhaps, for his untiring efforts on the University Senate to bring about the establishment of the University Summer School. Just one week before his death; the Board of Governors approved the regulations that made it possible for teachers to obtain university degrees by attending summer sessions.

The conditions provide that the award shall be made annually to the BCTF member (or ex-member who is no longer eligible for membership), or to a member-association, who (or which) has made, in the judgment of the trustees, an outstanding contribution to education.

Nominations of candidates for the award may be made by any federation member or by a local association of the federation.

Nominations must be received by the executive director at the BCTF office not later than February 20 of each year.

Each nomination should be accompanied by a brief giving a full description of the work for which the award is claimed. Meritorious work on behalf of the federation, or any local association, may rightly be included.

G. A. Fergusson Memorial Award Recipients

1933 Dr. Henrietta R. Anderson*
1934 Albert Seymour Towell*
1935 Ira Dilworth*
1936 Dr. Norman F. Black*
1937 George Smith Ford*
1938 Dr. Herbert Baxter King*
1939 Jessie Jean MacKenzie*
1940 Alvah Spurgeon Matheson*
1941 Ada Josephine Dauphinee
1942 Ernest H. Lock*
1943 Emily J. Trembath
1944 Harry Charlesworth*
1945 David Ogilvie*
1946 W. R. McDougall
1947 Dr. Maxwell A. Cameron*
1948 Florence Mulloy*
1949 Handley B. Fitch*
1950 Dr. Alexander R. Lord*
1951 Farquhar John McRae* (posthumously)
1952 Jessie McDowell*
1953 Thomas W. Woodhead*
1954 Dr. Hugh N. MacCorkindale*
1955 Owen J. Thomas*
1956 John H. Sutherland
1957 Bernard C. Gillie
1958 Henry L. Smith*
1959 Francis C. Boyes*
1960 Clarence J. Frederickson
1961 Robert R. Smith*
1962 Elsie Roy
1963 Hazel Hodson*
1964 L. John Prior*
1965 Jean Bailey*
1966 Charles D. Ovans
1967 Mollie E. Cottingham*
1968 Thomas M. Chalmers
1969 Donald B. MacKenzie
1970 Dr. Robert F. Sharp
1971 Hilda L. Cryderman
1972 Victor A. Montaldi
1973 James A. Inkster
1974 Sadie M. Boyles
1975 Arthur G. Creelman
1976 Frances M. Worledge
1977 Wesley H. Janzen
1978 Florence E. (Betty) Leitner
1979 Adam G. Robertson
1980 Lorna G. Robb
1981 Manfred C. Schmid
1982 John S. Church

**Deceased*

Honorary Life Membership

Granted by the Annual General Meeting on recommendation of the Executive Committee or of the Representative Assembly for long and outstanding service to the federation and education generally. **Such nominations should be submitted, accompanied by supporting brief, by December 31.** Honorary life membership is granted only to those who have made a contribution recognized provincially.

Honorary Life Members

1926:	J. G. Lister*	G. A. Fergusson*
	J. M. Campbell*	
1931:	Miss N. M. McKillican*	J. B. Bennett*
	J. R. Pollock*	G. W. Clark*
	R. H. Smillie*	S. Northrop*
1937:	Miss M. P. Haarer*	A. S. Hamilton*
1942:	Dr. N. F. Black*	D. E. Davidson*
	Miss A. J. Dauphinee	G. E. McKee*
	Miss R. O Stewart*	
1944:	V. Crockett*	Mrs. E. M. Kordahl*
1945:	Mrs. M. A. E. Bilton*	L. B. Boggs*
	Mrs. A. E. Stammers*	D. Cochrane*
1946:	H. G. Boltwood*	W. Steele*
1947:	T. S. Carmichael	Miss E. A. Mercer*
	Miss E. C. Stott	
1949:	Miss J. S. Angus	E. H. Lock*
	Miss A. E. Dickinson	A. Martin*
	W. R. McDougall	F. T. Marriage*
	F. J. McRae*	
1952:	Miss C. Clayton*	Miss J. L. McNaughton*
1953:	C. J. Oates	C. E. Milley*
1956:	S. A. MacDonald*	
1957:	Miss E. Stuart	
1958:	W. A. Gray*	Miss M. Wilson
1960:	A. F. Macdonald*	D. P. O'Connell*
1961:	H. K. Beairsto*	B. C. Gillie
	Mrs. E. Kettlewell*	V. A. Montaldi
	J. H. Sutherland	
1962:	T. Woodcock	
1964:	Muriel L. Baxter*	Miss E. A. Bristow
	J. N. Burnett	Hazel Hodson*
	F. J. Willway	
1965:	J. R. Mitchell*	
1966:	T. M. Chalmers	D. J. S. Smith
1967:	E. L. Jenks*	
1968:	C. M. Blois	W. E. Whatmough*
1969:	W. H. Janzen	
1971:	Mollie E. Cottingham*	Jean I. Fraser
	Hazel R. Huckvale	Ruby E. Lidstone
	P. L. Morrison	R. E. Mountain*
1973:	T. Bullman	H. B. MacLean*
	H. M. Palsson	J. A. Scott*
1974:	H. N. Parrott	
1975:	Lorna G. Robb	A. G. Robertson
1977:	Isobel A. Cull	C. A. W. Rands
	Kory Regan	
1979:	John S. Clark	
1981:	Elinor Brown	
	Frank Fuller	
	Ona Mae Roy*	
1982:	William V. Allester	James W. Killeen
	Betty Griffin	

*Deceased

Honorary Associate Membership

May be granted by the Executive Committee to retired teachers who have been members of the federation for at least 10 years; to teachers who leave the classroom for public service, such membership to expire at the end of the individual's term of office; to teachers whom the federation wishes to honor on the occasion of their leaving the profession, or to anyone else whom the federation wishes to honor, provided he/she has a teaching certificate.

Honorary Membership

May be conferred by the Annual General Meeting or the Representative Assembly on any person, not a teacher, whom the federation wishes to honor. Honorary membership is granted only to those who have made a contribution recognized provincially.

Honorary Members

Prior to 1956:
- Dr. John Adams
- William Burns
- General Sir Arthur Currie*
- Dr. Charles G. D. Roberts*
- Dr. Henry Suzzalo
- Allen S. Walker
- Viscount Willingdon*

1956 Dean N. V. Scarfe
1960 Dr. Ralph James
1962 Dr. N. A. M. MacKenzie
1965 Dr. J. F. K. English*
Dean H. C. Gilliland*
1967 Charles D. Ovans
Sir Ronald Gould
1969 J. Allan Spragge
Dr. W. H. Gage*
1970 Stanley Evans
1971 Franklin P. Levirs
1972 Christopher I. Taylor*
Earl Marriott
G. Wilfred Graham
1977 Ernest J. Simpson
1978 A. Barbara Macfarlane
1979 Howard Forrest
John Meredith

Hilroy Fellowship Program

These awards are made annually in all the provinces and territories of Canada to teachers who are developing new ideas for the improvement of teaching practices. The Canadian Teachers' Federation operates the trust fund for this program and the BCTF assists in administering the program.

Deadline for receipt of applications is October 31.

Application forms for and descriptive material concerning these awards may be obtained from the BCTF office or from the Secretary-Treasurer, Canadian Teachers' Federation Trust Fund, c/o Canadian Teachers' Federation, 110 Argyle Avenue, Ottawa, Ontario K2P 1B4.

Teacher Qualification Service

The Teacher Qualification Service evaluates the qualifications of teachers as an advisory service to school boards and local teachers' associations. It does not deal with salary categories or with recognition of experience. These matters are left to negotiation between teacher's associations and school boards.

The service was organized and is financed jointly by the BCTF and the B.C. School Trustees Association. It is a separate organization from both, however, incorporated under the Societies Act.

The service evaluates teachers' qualifications only after the individuals concerned have received teaching certificates from the Ministry of Education. Certification remains the responsibility of the Ministry of Education. (See below.)

The Teacher Qualification Service evaluates qualifications in terms of full years of professional preparation; partial years are not evaluated. There is no charge for BCTF members.

At present the service recognizes six categories (1-6), each representing the corresponding number of years of university training, including at least one year of teacher education. To qualify for category 6 (the highest category), a teacher must have completed a minimum of six years of appropriate training and have attained a master's degree acceptable to the Teacher Qualification Board.

The service is governed by a Teacher Qualification Board comprising five members; two from the BCTF, two from the B.C. School Trustees Association, and a chairperson selected by the first four. This year the board is made up of Karam Gopaulsingh ahd Dorothy Drew, representing the BCTF, and Barbara Girling and George Sherwood, representing the BCSTA, and Stewart J. Graham, as chairperson.

The present evaluator is John E. Smith.

"Request for Evaluation" forms and copies of the evaluation principles as determined by the board are available from the Teacher Qualification Service, Room 210, 2609 Granville Street, Vancouver V6H 3H3. Telephone 736-5484. Inquiries should be directed to the TQS office, not to the BCTF office.

TO APPLY FOR CERTIFICATION DO THIS:

1. Submit original requests for certification, official statements or transcripts of your academic standing, your birth certificate, your marriage certificate if any documents are in your maiden name to the Director of Teacher Services, Ministry of Education, Victoria V8V 2M2.

2. Persons who hold a certificate with an expiry date may, if they are now teaching, apply to the Ministry of Education for a permanent certificate.

3. If you have qualified for a higher certificate than the one you now hold, by attending a university in B.C., application forms are made available through the university. Send or have sent a statement of your standing to the registrar with a request for a change in certification. If your work was taken at a university outside of B.C., you yourself must apply to the Director of Teacher Services, of the Ministry of Education. Obtain a transcript from the university and forward it, together with a letter applying for the higher certificate to the Director of Teacher Services, Ministry of Education, Victoria.

TO APPLY FOR A QUALIFICATION CATEGORY DO THIS:

1. Obtain a teaching certificate from the Director of Teacher Services, Ministry of Education, Victoria.

2. Obtain a Teacher Qualification Service application form from your district superintendent, from the TQS (Room 210, 2609 Granville Street, V6H 3H3. Telephone: 736-5484), from the BCTF office, or from the records office of any B.C. university.

3. Submit the completed form, the wallet-sized facsimile card of your current teaching certificate and official transcripts (or notarized copies) from universities and colleges attended, to the Teacher Qualification Service. (All documents must be official and will be returned to you.)

Pensions

Note: The following is general information only and is based on the Pension (Teachers) Act and its Regulations in effect July 1, 1981. Full details are contained in the act and in its regulations.

Eligible Persons

(a) *You are eligible* for membership in the Teachers' Pension Plan if you are a certificated teacher or substitute, principal, superintendent or assistant superintendent or person on a letter of permission appointed by a board of school trustees in the British Columbia public school system.

(b) *You are automatically a member* of the plan if you work at least half time, *and* at the time of your appointment you can contribute to the plan for at least 100 months prior to normal retirement age.

(c) *You may apply* to the Superannuation Commission for membership if you cannot contribute to the plan for 100 months prior to attaining normal retirement age, or if you work less than half time on a regular or substitute basis.

Application is made by requesting the school board, copy to the Superannuation Commission, to deduct contributions.

Because there are portability arrangements that may apply to you, please refer to the section on "Agreements Between Various Employers."

Service credit accumulates each time a contribution is made to the pension plan on the basis that 20 days of contributions equal a month and 10 months equal a year.

Part-Time Teachers

Teachers who are employed half-time or more *or* those who are employed less than half-time and who have elected to have the plan apply to them make pension contributions on the salary paid and receive pensionable service credit prorated to the equivalent full-time.

For purposes of determining *eligibility* for an allowance and for reinstatement, every calendar month in which a contribution is made shall be considered a month's contributory service. However, the allowance will be based on the equivalent full-time months of pensionable service. (See also section on "Service.")

Contributions by Teachers

Effective July 1, 1981 monthly contributions by teachers are:

- 6.1 per cent of salary that is pensionable under the Canada Pension Plan ($16,500 in 1982);
- 7.6 per cent of salary in excess of the above limit.

The percentages include the one per cent of salary that teachers contribute toward the cost of indexing existing pensions. The overall teacher contribution rate to the Teachers' Pension Plan is approximately 6.8 per cent. (See also section on "Canada Pension Plan.")

In addition, teachers contribute to the Canada Pension Plan 1.8 per cent of salary that is eligible under that plan ($268.20 in 1982).

You are permitted to make extra contributions but these contributions do not add to pensionable service credits and are not increased with cost-of-living changes.

Contributions normally are made throughout the entire service of every teacher. At the time of retirement, contributions made during the years preceding the last 35 years of service may be converted into additional pension or refunded. Compound interest at 6 per cent is calculated on the refunded contributions. (See also section on "Service.")

Contributions by Government

Effective July 1, 1981 monthly contributions by government are:

- 8.8 per cent of salary that is pensionable under the Canada Pension Plan ($16,500 in 1982);
- 10.3 per cent of salary in excess of the above limit.

These percentages include the one per cent of salary that government contributes toward the cost of indexing existing pensions. The overall government contribution rate to the Teachers' Pension Plan is approximately 9.5 per cent. (See also section on "Canada Pension Plan.")

In addition, the government contributes to the Canada Pension Plan an amount equal to each teacher's contribution to that plan.

Service

Service is either contributory service or pensionable service.

- *Contributory service* is defined as a month in which a contribution is made and in respect of which pensionable service remains credited under the plan. Contributory service is used to determine *eligibility* for benefits.
- *Pensionable service* is defined as the full-time equivalent of contributory service. Pensionable service is used in the *calculation* of the benefit.

Contributory service accrues each time a contribution is made while you are an employee with a B.C. school board. If repayment of a previous refund is permitted and the reinstatement provisions are met, the service represented by the amount repaid is credited as contributory service.

To determine the eligibility for an allowance, every calendar month in which a contribution is made shall be considered a month's contributory service. However, the allowance will be based on the equivalent full-time months of pensionable service. For example, a teacher who is employed half-time and who made contributions for 100 months would be eligible for an allowance; the allowance would be calculated on 50 months of equivalent full-time pensionable service.

A minimum of 100 months of contributory service (10 years) is required before you are eligible for a retirement pension or a disability pension or before your widow or widower is eligible for a survivor's benefit if you die before receipt of pension.

If you are absent without pay unless in receipt of benefits from the Salary Indemnity Fund or from an approved salary continuance plan, you lose 0.1 of a month's pensionable service for each two days of absence unless contributions are made in accordance with the pension plan regulations. (See also section on "Leaves of Absence.")

Teachers in receipt of benefits from an approved salary continuance plan accrue pensionable service credit without contribution. (See also section on "Disability Pensions.")

Recipients of Salary Indemnity Fund benefits receive pensionable service credit for the period they are in receipt of benefits. The required contribution is paid by the Salary Indemnity Fund.

Although you must have a minimum of 100 months of contributory service to be eligible for any benefits, if you come within the terms of the pension agreements with another province and federal government or within the terms of the approved employer and reciprocal employer sections of the Pension (Teachers) Act you may be eligible with fewer than 100 months' contributory service. (See also section on "Agreements Between Various Employers.")

Retirement Ages

With at least 100 months of contributory service, you may retire on pension at any time after attaining the age of 55 years. The Pension (Teachers) Act contains no maximum retirement age, but the School Act states you normally may not be employed beyond the end of the school year during which your 65th birthday occurs. Deferment of retirement is possible but only on the request of a school board with the approval of the Minister of Education, and not past the age of 70.

If you have at least 100 months of contributory service you may leave teaching and apply for a deferred pension commencing at age 55 or later.

Calculation of Normal Retirement Pensions

A monthly single life pension calculated on the following basis is available at:

- age 60-65 with a minimum of 10 years of contributory service;
- age 55-65 with mimimum of 35 years of contributory service.

Years of pensionable service (not to exceed 35) × 2 per cent × 1/12th of the average annual salary in the five years of service in which the salary was the highest *less* the Canada Pension Plan offset at the earlier of death or age 65 (approximately $169 in 1983). (See section on "Integration with Canada Pension Plan.")

Calculation of Early Retirement Pensions

A reduced pension is available at age 55 to 59 for those with less service than 35 years but with at least 10 years of contributory service.

This pension is reduced five per cent for each year under age 60. The reduction is prorated for fractions of a year. This means that the formula for the retirement allowance between 55-59 with fewer than 35 years of contributory service is:

age 55 — 1.5 per cent per year of pensionable service
56 — 1.6 per cent
57 — 1.7 per cent
58 — 1.8 per cent
59 — 1.9 per cent
60 — 2.0 per cent

less the Canada Pension Plan offset at earlier of death or age 65.

For those with 35 or more years of contributory service, the pension is not reduced.

A pension calculated on the single life plan may be converted and granted on any of the other plans available. (See also section on "Plans of Allowances.")

Calculation of Deferred Retirement Pensions

Teachers with 10 or more years of contributory service who leave teaching before reaching age 55 are entitled, upon reaching age 55, to the same pension allowance as if in service. The final average salary will be increased in accordance with changes in the Consumer Price Index from the year of the last contribution to the earlier of the year preceding the year when the allowance commences or the year ending December 31,

1980. Indexing of the average salary subsequent to December 1980 will be on the same basis as applied to retirement pensions commencing January 1982. (See also section on "Indexing of Pensions.")

Integration with Canada Pension Plan

Benefits from the Teachers' Pension Plan are integrated with benefits from the Canada Pension Plan (CPP). The integration is two-fold. Teacher and government contributions to the Teachers' Pension Plan are set at a lower rate on earnings covered by the CPP; similarly, the benefit formula from the teachers' plan is reduced to reflect the lower contributions.

If you retire prior to age 65, the CPP offset does not come into effect until the earlier of death or age 65. This means that the amount of the offset will be paid to you until that time.

However, the reduction takes effect immediately if teacher disability pension or if your spouse or beneficiary is granted a survivor's pension. These persons normally would be eligible to apply for immediate Canada Pension Plan benefits.

Teachers retiring in 1983 can, on attainment of age 65, anticipate a Canada Pension offset of approximately $169 per month and a Canada Pension of approximately $344 per month if entitled to the maximum CPP benefit. Teachers who retire at approximately age 62 or earlier will not be eligible for the full Canada Pension Plan allowance.

Note: At age 65 you should apply for the Canada Pension Plan benefits and the Old Age Security Pension, whether or not you have retired.

Plans of Pension Allowances

Retirement pensions may be selected on the following basis:

1. *single life guaranteed 5 (or 10) years* — pension is payable for as long as the pensioner lives; if death occurs prior to the completion of 60 (or 120) payments, pension will be continued to the nominated beneficiary until the 60th (or 120th) payment is made. or

2. *joint life and last survivor* — pension is payble during the lifetime of the pensioner and the lifetime of another person named at the time the pension is granted. The pension continues until the death of the last survivor of the two persons. or

3. *a portion with varying amounts or a guaranteed basis and a portion with varying amounts on a joint life basis* — the total pension is payable as long as the pensioner lives. If death of the pensioner occurs prior to the completion of the guarantee period, the portion on the guaranteed basis will be continued to the nominated beneficiary until the end of the guaranteed period. If death of the pensioner occurs prior to that of the named survivor, the portion on the joint life basis will be continued to the named survivor until the latter's death. or

4. *a portion on any of the above plans in combination with temporary life annuities* — the temporary life annuities are "purchased" from the basic pension, are payable until the earlier of age 65 or death, are available on the life of the pensioner and/or beneficiary and are limited to the amount these persons would qualify for at age 65 under the Old Age Security and Canada Pension Plan. Where temporary annuity is selected, the retiree's income is greater prior to the earlier of death or age 65. At this time the temporary annuity ceases and at age 65 the retiree begins to receive from the federal government the Old Age Security and Canada Pension. In this way the retiree's income remains relatively the same before and after age 65. However, since a portion of the lifetime pension is used to purchase the temporary annuity, the lifetime pension is decreased. the cost-of-living indexing is applied only to the lifetime portion and not to the temporary annuity. or

5. *a combination of any of the above plans* — if you wish any combination other than those quoted by the Superannuation Commission in your "Plans of Superannuation" form, please request the branch to provide the quotations.

The single pensioner often chooses the 5-year guarantee at a cost of about one per cent (depending on age of applicant) to ensure that in the event of death prior to the end of the 5-year period the estate or beneficiary will receive the pension to the end of the guarantee period.

The married pensioner whose spouse is not dependent often chooses the 10-year guarantee at a cost of 2 - 5 per cent (depending on age of applicant) to ensure that in the event of death prior to the end of the 10-year period, the spouse or family or estate will receive the pension to the end of the guarantee period.

Joint life pensions normally are chosen by pensioners whose spouses are mainly dependent on the pensions for income.

By reason of savings and/or pensions, many spouses are only partially dependent on the teachers' pensions. Since joint life reduces the allowance from 10 to 40 per cent, depending on relative age of the pensioner and the named survivor, many pensioners choose to have part of the pension on joint life and part on the 5- or 10-year guarantee plan.

Similar options are availabe to recipients of disability pensions. As indicated under the section on "Survivor Benefits," the reduction for joint life and last survivor plan is automatic when the teacher dies before being granted a retirement pension.

Indexing of Pensions

The basic *lifetime portion* of your pension is your total monthly pension *less* temporary annuities (including CPP offset) and any pension purchased by your voluntary contributions.

Once superannuation payments begin, the basic lifetime portion of the option you select is subject to annual inflation adjustments for upward changes in the cost of living. These adjustments are made in January each year and are prorated for pensions that have been paid for a period of less than 12 months.

If you take a reduced early retirement pension before age 60, you will not be eligible to receive inflation adjustments until your 60th birthday. At age 60 your basic lifetime pension will be increased by the accumulated percentage that your basic lifetime pension would have been adjusted if you had been eligible for indexing from your retirement date. You then receive future adjustments in the normal manner.

The adjustment is equal to the amount that can be funded by the Inflation Adjustment Account balance as at the previous September 30.

This account holds contributions from plan members equalling one per cent of their annual salaries, a matching amount from the British Columbia Government, the interest earned on this money, plus excess investment earnings on those assets of the basic account attributable to pensions in force; that is, in determining the cost of the pension plan, the actuary assumes these latter funds will earn a specific rate of interest before they are paid out. If the actual rate earned by the fund is greater than that assumed, the excess is credited to the Inflation Adjustment Account.

Rates of inflation, rates of salary increases and fluctuations in interest rates tend to be somewhat interrelated. Consequently, the size of this account should develop in general relationship to the rate of inflation. If inflation is high, the account can be expected to provide more of an adjustment than if inflation is low.

If the account can fund an adjustment in excess of the percentage increase in the cost of living as determined by the Canadian Consumer Price Index for the 12 months ending the previous September 30, the adjustment is limited to the Consumer Price Index increase, and the amount left in the account is carried forward to help fund future adjustments.

For information on indexing in the calculation of deferred pensions and on disability pensions please refer to the sections "Calculation of Deferred Retirement Pensions" and "Disability Pensions."

Disability Pensions

If you are totally and permanently disabled from teaching, have at least 100 months of contributory service, *have not attained your 60th birthday,* and are not in receipt of benefits from an approved long term salary continuance plan, you are entitled to apply for a teacher disability pension.

Application for a disability pension must be made to the Superannuation Commission within two years of last contributing to the fund or at the expiration of salary continuance benefits, be accompanied by a statement from a medical practitioner and must be verified by a medical practitioner chosen by the commissioner of teachers' pensions. Disability pensions are calculated in the same manner as for teachers retiring at age 60 or later; however, the Canada Pension offset is applied immediately.

Because some teachers who qualify for a disability pension from the B.C. Teachers' Pension Plan may also qualify for a similar allowance from the Canada Pension Plan, application should be made at the nearest Canada Pension Plan office.

If you are receiving benefits from an approved salary continuance plan, you are not entitled to a disability pension from the B.C. Teachers' Pension Plan. Instead, the period of payment of salary continuance benefits is treated as pensionable service until you reach age 65, recover or are no longer eligible to receive benefits, whichever is earlier. At that time, if eligible, you may apply for a retirement pension or a teacher disability pension calculated as if you had taught for the period of your disability with salary, for calculation purposes, indexed in accordance with changes in the Consumer Price Index from the year of last contribution to the year preceding the year when the allowance commences. (See also section on "Retirement Ages.")

Survivor's Pension

If you die with at least 100 months of contributory service, whether or not employed by a school board at time of death, and before receiving a retirement pension, a survivor's pension is payable to a: spouse, *or* wholly dependent relative (brother, sister, or parent who has been shown annually to the commissioner of teachers' pensions to be wholly dependent on the teacher).

This pension is calculated on the same basis as a normal retirement pension (2% x pensionable service to date of death x average salary) reduced to either the joint life and last survivor option or a joint life and last survivor option with a temporary annuity payable to the earlier of the beneficiary's death or attainment of age 65. (See also section on "Plans of Allowances.") The Canada Pension offset factor is applied immediately. Most surviving spouses will be entitled to a Canada Pension Plan allowance.

Where there is no entitlement to a survivor's pension, the deceased teacher's contributions are refunded to the spouse, to a person nominated by the teacher to receive the refund, or to the teacher's estate.

Application for Pension

The onus is on you to apply for your pension. Application forms are available from the Superannuation Commission. (See also "Advice on Pensions" section for address.)

Accompanying the application form will be an outline of plans, a TD1 income tax form, and applications for membership in the Medical Services Plan of B.C. and for the extended health benefits plan. (The Superannuation Commission assumes the role of employer, and the minister of finance pays 50 per cent of the regular medical services plan premiums.)

Re-employment After Receipt of Pension

Your pension may be reduced during periods of re-employment if you are under age 66 and become employed by a B.C. school board, the B.C. government, a community college in B.C., a university in B.C., employers in B.C. to whom the Pension (Municipal) Act applies, B.C. Hydro, Workers' Compensation Board, the federal government, including teacher employment in the Yukon and Northwest Territories, or by school boards in Alberta through to Quebec.

The reduction, if any, is based on the amount of the pension attributable to the employer's contributions in relation to your re-employment salary and the salary last earned as a teacher, adjusted for cost of living. You are responsible for advising the Superannuation Commission if re-employed by one of the above employers.

As a general rule, if the sum of 75 per cent of the pension and the re-employment earnings does not exceed the salary last earned as a teacher, there probably will be no reduction.

These re-employment provisions do not apply in the case of a spouse in receipt of a pension as beneficiary of the former teacher contributor.

Refunds of Contributions

If you resign before becoming eligible for a retirement allowance, you may obtain a refund of contributions. Teachers on leave of absence retain their employee status and are *not* eligible for a refund.

Applications for refund forms may be obtained from the Superannuation Branch or from the BCTF office.

Interest is calculated at three per cent to December 31, 1974, and four per cent thereafter. The refund is not payable until after October 31 in the calendar year in which you last contributed to the pension plan.

If you take a refund and have a break in contributory service of more than three years, you waive all rights under the Pension (Teachers) Act, and reinstatement of service that the refund represented will not be permitted even if you were to return to teaching at some future time.

By taking a refund you also waive all rights under any pension agreements with teacher pension plans in other provinces, Yukon or Northwest Territories and with other pension plans for public employees in B.C. and the federal government.

Reinstatement in the Pension Plan after a Period of Absence

Where you resign and subsequently return to teaching, it may be possible to reinstate the earlier pensionable service and thereby increase your eventual pension.

Immediately upon re-entering employment after a period of absence, you should apply to the Superannuation Commission for possible reinstatement. The branch will advise you whether or not you are eligible. If you want to review the decision, you should contact the Government Division of the BCTF.

If you returned to service prior to July 1, 1973 you will come under the better of the current or previous reinstatement provisions and therefore should apply to the Superannution Commission for consideration under the applicable rules.

The following is a summary of the *current* reinstatement provisions:

1. *If you have not withdrawn your contributions from the pension plan*

(a) If you have accumulated 100 months of prior contributory service, you will be reinstated automatically after one year of continuous re-employment, regardless of the length of your break in service.

(b) If you have accumulated less than 100 months of contributory service, and have a break in contributory service of *no more than three years,* your service will be reinstated automatically after one year of continuous re-employment.

(c) If you have accumulated less than 100 months of prior contributory service, and have a break in contributory service of *more than three years,* your service will be reinstated after you complete 100 months of continuous re-employment.

2. *If you have withdrawn your contributions from the plan*

(a) If you have a break in contributory service of *no more than three years,* and if you repay the amount refunded, with interest, you will be eligible for reinstatement after 100 months of continuous re-employment.

(b) If you have a break in contributory service of *more than three years,* you are not eligible to be reinstated.

Notes:

1. In the case of reinstatement as described in subsections (1) and (2) the following breaks in service are exempt from the provisions outlined:

(a) absence while in full-time attendance at university;

(b) absence while undergoing treatment for war disabilities;

(c) absence while continuing pension contributions during an approved leave of absence;

(d) absence while working for an approved employer as a member of its pension plan, provided you become entitled to receive a pension from that plan in respect of that service;

(e) absence while serving with Her Majesty's forces during a war.

2. Reinstatement of only one refund is permitted.

3. For purposes of determining eligibility for reinstatement, every calendar month in which a contribution is made shall be considered a month's contributory service.

4. If you were denied reinstatement of all or a portion of past service because you could achieve 35 years of new service by age 65, you should reapply to the Superannuation Commission within six months of retirement.

5. If you have had your employee contributions under one of the reciprocal employers (see section on Agreements Between Various Employers) transferred to the voluntary contributions account of the Teachers' Pension Plan, you may apply to have this credit plus interest transferred back to your former plan and have your service reinstated, provided that you meet the reinstatement conditions prescribed in paragraph 1 of this section.

Leaves of Absence

Teachers on leave of absence retain employee status under the Pension (Teachers) Act.

Teachers on leave of absence *with full or partial salary* continue to make pension contributions based on the salary paid and accrue pensionable service credit prorated to percentage of salary paid in relation to regular salary. For example, 60 per cent salary would result in six months of pensionable service credit.

If your are absent without pay, unless in receipt of benefits from the Salary Indemnity Fund or from an approved salary continuance plan, you lose 0.1 of a month's pensionable service for each two days of absence unless contributions are made in accordance with the pension plan regulations.

However, teachers under age 65 or who have not completed 35 years of pensionable service and who are on leave of absence without salary may, under the following general circumstances, but within Regulation 90/80 of the Pension (Teachers) Act, apply to the commissioner of teachers' pensions to make contributions for limited periods of time and thereby accrue pensionable service. Full details are available from Superannuation Commission or the BCTF. (See also section on "Service.")

1. *Absent after expiration of statutory sick leave*

(a) Double contributions must be made during the absence or within one year of return to teaching service.

(b) Contributions are limited to a maximum period of one year during the teacher's career.

Note: This provision may be useful to those teachers who do *not* qualify for benefits from the Salary Indemnity Fund or from approved salary continuance plans. (See also the section on "Service.")

2. *Absent while on loan to teach at a provincial educational institute or under a federal teaching program or at an educational institute outside the province*

(a) Double contributions must be made during the period of absence.

(b) Contributions are limited to an initial period of two years with an extension to four years during the teacher's career.

(c) The institutes must be approved by the provincial secretary or the Teachers' Pensions Board for the purpose of making these contributions.

3. *Absent while in elected positions*

Double contributions must be made during the absence or within one year of return to teaching service.

4. *Absent while on maternity leave*

(a) A single contribution may be made while on maternity leave of absence as provided under part 7 of the Employment Standards Act (1981) (up to 18 weeks with possible extension to 24 weeks). The single contribution must be made during the leave of absence or within one year of return to teaching service.

(b) Double contributions may be made while on maternity leave of absence in excess of the leave under the Employment Standards Act but the total period for which single and double contributions may be made shall not exceed six months for any one pregnancy.

(c) The double contributions must be made during the leave of absence or within one year of return to teaching service

5. *Absence for any other purpose*

(a) The leave must have commenced subsequent to August 31, 1979.

(b) The person must resume teaching with a school board immediately after expiration of the leave.

(c) Double contributions must be paid in a lump sum within one year of return to teaching service.

Notes:

1. Double contributions under (5) above are limited to a maximum of 20 teaching months during the teacher's career.

2. The maximum of 20 teaching months shall be reduced to the extent double contributions have been made for pensionable service while on a previous unpaid leave of absence under sections (1) to (4) above except that the 20 months does not include the periods of time under section (4) — maternity leave — during which *single* contributions were made.

3. The maximum service that may be recognized through *double* contributions under section (1) to (4) above shall be reduced by the amount of service that is already recognized under section (5).

4. Teachers making double contributions must complete one year of contributory service following resumption of service with a school board in order to be eligible under the above provisions.

5. Where double contributions are not made monthly during the absence, interest accrues at six per cent per annum.

6. If the teacher subsequently resigns and applies for a refund of contributions, only the single contribution portion is refundable. The other portion remains in the pension fund.

7. Contributions and service credit shall be determined on the basis of the teacher's contributory earnings and service for the teaching month immediately preceding the commencement of the leave of absence. For example, if the teacher were a half-time teacher, contributions and service while on leave would be recognized on a half-time basis only.

8. A period of leave of absence shall be recognized only to the extent it is not pensionable under another registered pension plan.

9. Where a teacher applies to contribute under the above provisions and the commissioner of teachers' pensions does not approve the application, the teacher may appeal to the Teachers' Pensions Board. (Write to the Teachers' Pensions Board in care of the Superannuation Commission.)

Military Service — Wartime

War service will be declared pensionable service under the Pension (Teachers) Act provided:

1. You apply in writing to the Superannuation Commission within a six month period prior to retirement, accompanied by a certificate of service verified by the Department of Veterans' Affairs.

2. You commenced contributions to the Teachers' Pension Fund not later than 36 months after date of discharge from the armed forces or the day the war ended, whichever occurred first. For the purpose of calculating the 36-month period, a month or part of a month during which you were in full-time attendance at a university or other educational institution recognized by the commissioner of teachers' pensions will not be counted. Any subsequent breaks in contributions after you first commenced contributing to the Teachers' Pension Fund will be included in determining the 36 months.

3. You are a current contributor to the Teachers' Pension Plan.

4. You are not in receipt of, or entitled to, a service pension from government as a result of such service.

5. You make a lump sum payment, upon approval, to the commissioner of teachers' pensions equal to 50% of the commuted value of the increase in your pension calculated on the Single Life Plan.

Notes:

1. War service may include service as a member of the Meteorological Division of the Department of Transport, Government of Canada, during World War II, as approved by the provincial secretary.

2. War service will by recognized as pensionable service only to the extent that it does not result in a person's aggregrate pensionable service exceeding 35 years.

3. Purchase is *not* permitted on deferred pensions.

4. Money held by the pensions fund as voluntary contributions may be used toward payment of the teacher's share of the cost.

5. Money paid by you as your share of the cost may be claimed as a deduction on your income tax return for one or more years to the limit permitted by law.

Advice on Pensions

All pension files are maintained by the:

Superannuation Commission
544 Michigan Street
Victoria, B.C. V8V 4R5
Telephone: 387-1002

If you are seeking advice on your own pension account, you should write the commission.

General information and clarification of information received from the commissioner is available from the BCTF office.

Old Age Security

All persons who have been in residence in Canada for 10 years, whether working or not, are entitled on attainment of age 65 and upon application to receive the Old Age Security Pension from the federal government.

Canada Pension Plan

On attainment of age 65 and upon application you, whether working or not, are entitled to receive the Canada Pension Plan retirement benefit from the federal government.

If disabled at any age, you may be entitled to a CPP disability pension.

Unemployment Insurance

(a) *Teachers at work at age 65*

If you are still employed at age 65 you should obtain a record of employment and submit a claim to UIC for the three-week retirement benefit. Deductions for UIC are discontinued at age 65.

(b) *Teachers retiring shortly before age 65*

If your birthday occurs within 32 weeks of the last day of employment with the school board, you should obtain a record of employment and submit a claim to UIC for the three-week retirement benefit.

(c) *Teachers who retire earlier*

If you retire before being eligible for the UIC retirement benefit, you are eligible to apply for unemployment benefits if available and actively searching for work.

Agreements Between Various Employers

There are four general arrangements in effect to provide some measure of protection of pension rights to teachers who move between different employers.

1. Teacher pension plans in all provinces west of the Maritimes.
2. Reciprocal employers (certain public service employers in B.C.).
3. Employers under the Federal Superannuation Act including the Yukon and Northwest Territories.
4. Approved employers (certain public service employers in B.C. plus certain other employers approved by the provincial secretary).

The following is a summary only and full details should be obtained from the Superannuation Branch and/or from the pension administrator of your previous pension plan.

All the agreements require you to leave (or reinstate if eligible to do so) your contributions in the pension plan of the previous employer.

Where you have the maximum pensionable service used in calculating the pension in the province of retirement (35 years in B.C.), these pension agreements do not apply. Those teachers may be entitled to a pension from the other province, if eligible, or to a refund of contributions.

1. *Other provincial teachers' pension plans (Alberta, Saskatchewan, Manitoba, Ontario and Quebec)*

If you move between British Columbia and any of these participating provinces as a teacher, there are certain advantages to leaving your contributions in the prior plan.

(a) The greater of the value of your pension benefit accrued under the prior plan *or* your contributions with interest plus a matching amount from the prior employer may be transferred to the new plan at the time of your retirement to be used to increase your pension from the new plan. The contributions of your prior employer will otherwise benefit you only if you are entitled to a deferred paid-up pension under your prior plan (usually requires 10 years of service).

(b) If the amount transferred at retirement is less than the cost of the allowance based on your pensionable service in the prior province, you may elect to pay the difference and achieve an increased pension.

(c) If you are transferring into British Columbia, the additional pension bought by the combined contributions and interest in the prior plan will be indexed in the same manner as normal retirement benefits from the B.C. plan. Other provinces may or may not have this provision.

(d) Service in your prior plan counts for *eligibility* purposes under the B.C. plan, but *not* for pension benefit calculations purposes. For example:

- You have service of
  - — 27 years in British Columbia
  - — 8 years in Saskatchewan
- and are age 55
- you are eligible for the two per cent benefit (i.e., the unreduced early retirement pension available to members with at least 35 years of service) from the B.C. plan, based on 27 years of pensionable service plus the additional pension purchased by the transfer of the Saskatchewan money.

Note:

The money transferred does *not* purchase additional pensionable service.

To be eligible under these arrangements, you must have contributions in your prior pension plan and:

(i) *If leaving B.C.* you must come within the eligibility provisions of the new plan, become a contributor to your new plan within three years of last contributing to the B.C. plan and qualify to receive a pension from your new plan.

(ii) *If moving to B.C.* you must contribute to the B.C. plan for at least five years and have a total combined contributory service in B.C. and other eligible provinces of at least 10 years at time of retirement.

Since all of the above teacher plans also come within the approved employer provisions (refer to section 4), it may be to your advantage to receive your pension benefit under the approved employer agreements. Please contact the BCTF or the Superannuation Branch for details.

2. *Reciprocal employers*

If you move between employers covered by the Pension (Municipal) Act, the Pension (College) Act, the Pension (Public Service) Act, or the Workers' Compensation Board Superannuation Plan and retire from one of them, your retirement benefits will be based on your highest five-year annual earnings, times years of service with all employers designated above. *To qualify for this arrangement: (a) your break in service must not exceed three years, and (b) you must not have elected a refund of your contributions from any prior reciprocal employer plan.*

3. *Federal Public Service Superannuation Act*

If you transfer to or from B.C. teaching from or to an employer participating in the Federal Public Service Superannuation Act, employee and employer contributions plus interest will be transferred to the new employer provided:

(a) the break in employment is *less than three months*, and

(b) you have not elected a refund of contributions, and

(c) application to come within the agreement is made within one year of commencement of contributions to the new plan.

The new employer calculates the contributions it would have required under its plan. If the funds available for transfer are more than sufficient to cover the required contributions, full service in the prior plan is transferred to the new plan. If your contributions are greater than the amount required to be transferred, the employee share of the balance is refunded to you. If they are not enough, you have the option to make up the shortfall or accept a pro rata reduction in the amount of service available for transfer.

4. *Approved employers*

Approved employers include those listed in sections 1, 2, and 3 above plus other employers whose pension plan has been designated as an approved plan under the Pension (Teachers) Act — the University of British Columbia, Simon Fraser University, University of Victoria, Acadia University, and the British Columbia Hydro and Power Authority. Other employers may be included in this group from time to time if approved by the provincial secretary.

If you move to *or* from an approved employer you may be eligible for a pension from the Teachers' Pensions Fund provided:

(a) you left your contributions on deposit in the plan from which you are moving;

(b) you established yourself as a contributor to your new plan within three years of your last contribution to your prior plan;

(c) you become eligible to receive a pension from the approved employer's pension plan;

(d) you have a total combined contributory service of at least 10 years.

Notes:

In determining the maximum *three-year break* in service the following periods of absence are not considered to be absence:

- absence while in full-time attendance at university;
- absence while undergoing treatment for war disabilities;
- absence while continuing pension contributions during an approved leave of absence;
- absence while contributing to the pension plan of a reciprocal and/or approved employer provided you become entitled to receive a pension from that employer as a result of that service;
- absence while serving with Her Majesty's forces during a war.

5. Addresses of Pension Administrators

British Columbia	Commissioner of Teachers' Pensions, Superannuation Commission 544 Michigan Street, Victoria, B.C. V8V 4R5 (604) 387-1002
Alberta	Secretary-Treasurer, Board of Administrators, Teachers' Retirement Fund, #344, 11010 - 142nd Street, Edmonton, Alberta T5N 2R1 (403) 455-4166
Saskatchewan	Executive Secretary, Teachers' Superannuation Commission, 4th floor, 1914 Hamilton St., Regina, Saskatchewan S4P 4V4 (306) 565-6512
Manitoba	Secretary-Treasurer, Teachers' Retirement Allowances Fund Board, #308, 1181 Portage Avenue, Winnipeg, Manitoba R3G OT3 (204) 786-0242
Ontario	Director, Teachers' Superannuation Commission, 190 Finch Avenue West, Willowdale, Ontario M2R 1M4 (416) 226-2700
Quebec	President and Director General, Pension Commission, 2875 Boulevard Laurier, Sainte-Foy, Quebec G1V 4J8 (418) 643-4881
New Brunswick	Director of Pensions, Department of Finance, P.O. Box 6000, Fredericton, N.B. E3B 5H1 (506) 453-2296
Nova Scotia	Secretary, Nova Scotia Teachers' Pension Commission, Box 578, Halifax, N.S. B3J 2S9 (902) 424-5070
Prince Edward Island	Director of Teaching & Instructional Support, Department of Education, P.O. Box 2000, Charlottetown, P.E.I. C1A 7N8 (902) 892-3504
Newfoundland	Supervisor of Pensions, Department of Education, Confederation Building, Box 2017, St. John's, Newfoundland A1C 5R9 (709) 737-3022
Federal Government	Superannuation Division, Department of Supply and Services, Canada, Box 5011, Moncton, New Brunswick E1C 8Z5 112-800-561-7930

The Story of the BCTF

Before World War I, B.C. teachers could meet to discuss mutual problems only through teachers' institutes. The three institutes — Provincial, Coast and Interior — met only in alternate years and lacked continuity. Moreover, they were dominated by the Ministry of Education. In 1914 all meetings were suspended, and it was not until 1916 that definite steps were taken to establish a teachers' organization.

At this time local institutes were meeting regularly in all larger cities of the province, but teachers realized that there were vital economic and professional problems to be faced, and that the institutes were not adequate to meet the needs of the times. A new organization was needed, one through which teachers, firmly united, could speak and act.

Birth of the BCTF

J. G. Lister, president of the Vancouver Teachers' Association, took the initiative in calling a special meeting to discuss the "advisability of forming a provincial federation of men and women actively engaged in teaching." The meeting was held on October 28, 1916 at Dawson School in Vancouver, and included delegates from Vancouver, Victoria, Point Grey, South Vancouver and North Vancouver.

A provisional executive committee, with Mr. Lister as president, was appointed, and instructed to prepare an agenda for the first annual meeting, held on January 4, 1917 in King Edward High School, Vancouver.

Grievances Needed Attention

The major grievances confronting the organization were primarily economic and educational. Under the stress of wartime conditions, the cost of living had risen five times faster than the average increase in teachers' salaries. Low salaries were therefore a major grievance, but there were others. The usual tension and uncertainty of wartime, insufficient training, lack of tenure and professional contracts, disrespect for teachers' rights by some employers — all of these were encouraging teachers to abandon their profession to seek more lucrative positions in other fields.

Teachers were frustrated, too, because they played no part in the management of schools or in the formation of educational policy. Frustration and discontent mounted with a growing awareness by many teachers that they could offer much in the crusade to improve education instead of being satisfied with the status quo.

Although the immediate stimulus to organization was economic, the long-term goals of the BCTF were more profound and deep-rooted. The teachers of the province longed for professional recognition and status, and from this longing have resulted the many benefits teachers enjoy today.

The Victoria Strike

The first years of the new organization were difficult. Almost at its inception, it faced a serious test.

The Victoria Teachers' Association, after many attempts to improve the salary situation, was compelled to strike. Almost every teacher (178 in all) stopped teaching for two days, the first teachers' strike in the British Empire.

The Ministry of Education refused to take action against the teachers, as requested by the school board, but instead used its influence to effect a settlement that granted the teachers almost all they had requested.

Incorporation in 1919

Teachers realized that there was a necessity for unified action throughout the province by one teachers' organization. The BCTF was incorporated under the Benevolent Societies Act on July 12, 1919, with Harry Charlesworth of Victoria as president.

The original constitution gave priority to the needs of education and welfare of teachers. These objectives have successfully guided BCTF activities ever since. Indeed, the three original objectives are still the first

three objectives listed in the BCTF constitution: (1) to foster and promote the cause of education, (2) to raise the status of the teaching profession, and (3) to promote the welfare of the teachers of British Columbia.

Voluntary work by teachers soon proved to be an efficient method of handling the rapidly-growing volume of work, and the BCTF in 1920 established a permanent office in Victoria (it was moved to Vancouver in 1926) and appointed Harry Charlesworth as its first general secretary. Miss Charlotte Clayton was named assistant secretary. Both dedicated their working lives to the BCTF — Mr. Charlesworth until his death in 1944, Miss Clayton until her retirement in 1951.

The New Westminster Strike

In February 1921 a second strike took place in New Westminster, when the whole staff of more than 70 teachers was out for one week. Again the Ministry of Education gave full recognition to the teachers' case, materially assisting a successful conclusion to the dispute.

Salaries Were a Major Problem

Between 1913 and 1920 the cost of living had jumped 100 per cent, but teachers' salaries had risen only 20 per cent. It is not surprising, therefore, that much of the effort in the early days was directed toward obtaining better salaries for teachers. Continuous pressure produced slow but steady progress throughout the 1920s.

It became the practice to approve a suggested annual salary scale, but it was not until 1929 that Vancouver teachers were granted the first salary scale in the province that incorporated the twin requirements of certification and experience. However, no sooner had the concept of a salary scale been accepted than the province was plunged into a depression that eliminated most of the gains that had been achieved.

Under pressure, the government moved in 1932 to establish provincial minimum salaries, but because of the stringent circumstances most school boards face, the minimum salaries were soon interpreted as maximum salaries.

Just when salaries were beginning to improve again, World War II halted the trend. In 1943 an order-in-council froze teachers in their positions and teachers' salaries at their then current level. Since the end of the war, however, there have been continual improvements in salary levels.

The federation realized that salaries were not the only economic consideration involved in making teaching attractive; that a number of long-range economic benefits had to be sought simultaneously with salary increases. In subsequent years such other benefits as a pension plan, sick leave, group insurance, medical coverage, educational leave, detached duty, tenure protection and salary continuance protection were won.

Automatic Membership

In 1947 the provincial government (Coalition) incorporated in the Public Schools Act provisions making membership in the BCTF automatic for all certificated teachers in the public schools of the province.

The BCTF had campaigned for several years for the automatic membership provisions. The object was not to gain more members, for 93 per cent of the teachers of the province had joined the organization voluntarily. Rather, the object was to gain control of the ethical standards of the profession. With the introduction of automatic membership, the profesion took on the responsibility of enforcing a code of ethics, thereby guaranteeing to the public that teachers would behave ethically. The move was considered to be a step toward full professional status for teachers.

For the next 24 years the BCTF did, in fact, control the ethical standards of the profession. Charges of violations of the code of ethics were investigated thoroughly, and members found guilty of such violations were disciplined. Some were suspended or expelled from the organization. This action in effect removed from them the right to teach in the province, for all teachers had to be BCTF members.

In 1971 the provincial government (Social Credit) amended the Public Schools Act by removing the automatic membership provisions. This move was in retaliation for mounting BCTF opposition to the government's education policies. However, only 69 of the more than 22,000 teachers in the province chose not to remain or become BCTF members in the fall of 1971. Several of these people rejoined the federation during the 1972-73 school year.

The 1973 BCTF Annual General Meeting voted overwhelmingly in favor of seeking from the newly-elected government (New Democratic) the restoration of automatic membership. The government restored automatic membership in December 1973.

Professional Development Important Too

Concurrent with the BCTF's struggle for better economic rewards for teachers has been a concern for making teaching a true profession. The federation has consistently sought to achieve professional recognition by identifying and promoting the expertise that sets teaching apart from other tasks in society. Its professional goals have been pursued in terms of (1) improved qualifications, (2) a recognition of the inevitability of change and a willingness to engage in a continuous process of re-education through a variety of in-service education activities, and (3) a demand for freedom for teachers to make decisions about their work in the classroom and about instructional materials and curriculum.

During the 1950s and 1960s the federation spoke for all teachers in the province, and made significant advances in both the professional and economic aspects of its work. A strong emphasis upon better qualifications for teachers and the necessity for teachers to keep up-to-date through in-service education provided much of the justification for major economic advances. Because many of the economic battles had been won in earlier decades, the BCTF was able in the past two decades to emphasize the professional development aspects of its work while continuing to improve the economic position of its members.

Thus recent years have seen major efforts in such areas as teacher-preparation programs in the universities, in-service education, curriculum development, continuous progress for students, learning conditions for students and teaching conditions for teachers, obtaining adequate resources for new programs, obtaining special attention for students with emotional problems, the activities of provincial specialist associations, the expansion of the Lesson Aids service, the establishment of the BCTF Resources Centre, and advice to ministerial authorities and school boards on the design of school buildings.

Throughout its history the BCTF has worked to obtain for teachers an effective voice in curriculum decisions. A significant victory was won in 1961 when the Ministry of Education appointed two provincial advisory curriculum committees, one for elementary schools, the other for secondary schools. Each of the committees had members representing the ministry, the universities, the BCTF and school trustees. The BCTF had three (and later four) representatives on each committee. These committees helped to shape the development of education in B.C. for over a decade.

The federation has played a major role in each of the four major surveys of education undertaken for the provincial government (Putman-Weir in 1925, King in 1935, Cameron in 1945, and Chant in 1960). All four investigations received prompting, assistance, co-operation and critical assessment from the BCTF in its efforts to improve the provincial school system.

The federation has also conducted its own educational survey. During the school year 1967-68 a BCTF commission of four (D. B. Mackenzie, chairperson; Mrs. L. A. Hanney, R. J. Carter and W. V. Allester) stimulated and provoked ". . . a study and debate within the teaching profession of British Columbia." Hundreds of teachers, and others, were involved in the preparation of briefs to the commission. The report, *Involvement: The Key to Better Schools*, issued in September 1968, provided "guidelines for the future design of education."

In 1969, the federation co-sponsored another major study with the Educational Research Institute of B.C. This was a study of school libraries and was conducted by J. S. Church, with the assistance of A. W. Fraser and others. The report, issued in June 1970 and called *Personalizing Learning*, dealt with the whole field of school libraries and other educational resource centres in B.C.

In the early 1970s the federation led the way in pressing for curriculum development at the school and school district levels. Amendments to the Public Schools Act in the spring of 1974 now provide opportunities for those who want to develop school district and indiyidual school programs.

In 1975, in conjunction with the then trend to decentralization of curriculum development and to improve the delivery of professional development services at the district and school levels, the BCTF restructured its PD committee as a regionally-representative committee. This new committee, the Professional Development Advisory Committee, has created a number of structures and processes to provide

practical guidance and assistance to PD chairpersons as they help school staffs to organize school-based workshops and seminars.

During 1980-81 the Professional Development Division accepted the challenge that any issue of concern to the working life of the teacher should be a negotiable item. Many associations have now negotiated into their agreements professional development clauses on such issues as control of PD funding, educational leave and mainstreaming.

In the last three years the BCTF has appointed a number of teachers as PD associates. These teachers serve as resource leaders (or facilitators) at school-based workshops on professional or non-instructional days. The workshops focus on interpersonal relations in the classroom, in school and also on curriculum-instruction-evaluation matters.

In addition, the BCTF selected several teachers in 1978 to receive training as Project TEACH instructors. Since then over 2,900 B.C. teachers, 207 of whom have received University of Victoria credit, have taken the intensive 45-hour Project TEACH course from one of these instructors. The course, Teacher Effectiveness and Classroom Handling, enables the teacher to develop new, and to refine existing, instructional skills. This new program was well received by teachers, school trustees and also by ministry and district officials.

These new developments — new PD associates and Project TEACH instructors — illustrate the principle of "teachers teaching teachers."

New developments in 1981-82 included:

- The teacher help line, which provided support and assistance for hundreds of teachers through the services of 27 telephone counsellors who receive extensive training in crisis counselling skills.
- Twenty local associations now have trained facilitators to help teachers to meet together to discuss concerns and challenges in a supportive and caring environment.

New developments in 1982-83 will include:

- Sponsorship of PRIDE (Professional Refinements in Developing Effectiveness), a complementary program to Project TEACH. University of Victoria credit will be available to teachers who wish to apply.
- PD Associates to provide skills building programs to committees of local associations.
- PD Associates to provide in-service education and consultative services on microcomputers.
- Sponsorship of various teacher-initiated curriculum projects.

All these new developments illustrate the principle of "teachers helping teachers."

Social Responsibility

The 1973 Annual General Meeting approved a recommendation of a task force that the BCTF initiate a status of women program, and hire a full-time staff member to implement the program. The program has been successful in increasing the awareness of teachers of sex discrimination in the school system and in increasing the involvement of women in BCTF activities.

The 1975 AGM initiated a program to combat racism in the schools. In February 1981 a full-time staff member was hired to co-ordinate the program.

Both programs are designed to eliminate sexism and racism from the school system. They rely on a strong network of contacts in local associations.

The Children's Rights Committee was established in 1980, following a study by a task force on special needs of children. This program maintains liaison with outside agencies concerned with the rights of children, and focusses attention on the rights, responsibilities and needs of all children.

The mounting concern for social responsibility on the part of the profession revealed itself in the mid-70's in the federation's instituting programs to improve the education of Native Indian students and of students in less affluent sections of Vancouver, to combat racism (particularly in the schools), to assist the children of Vietnam and Cambodia following the cessation of hostilities in those countries, to assist a massive campaign in Nicaragua to eliminate illiteracy in that country, and to assist the teachers of El Salvador, who suffered greatly as a result of the civil war in that country in the early 1980s.

Most recently, the federation supported the "English as a Second Language Literacy Crusade" among immigrant farm workers in the Lower Mainland of B.C.

Education Finance

In 1968 the provincial government revised its formula for the sharing of education costs. Grants to school boards were based upon the average approved (by the Ministry of Education) costs of the previous year for the province as a whole. This average cost was applied to each district according to enrolment, and became the cost of the Basic Education Program for the district. Each district was restricted in budgeting for operating costs to a figure that was 10 per cent above the amount of its own Basic Education Program. If a district wished to budget in excess of this Basic Education Program plus 10 per cent, it had to seek voter approval through a referendum.

The BCTF strongly criticized the formula, mainly because the use of the average as the basis for grants did not provide for the varying needs of differing school districts and because the 10 per cent limit restricted the rights of school boards in decision-making.

From 1969 to 1972, 38 referendum votes were held, but only six passed. In 1969 teachers in Powell River were so concerned about possible cut-backs in education resulting from a defeat of a referendum there that they staged a one-day protest strike on May 29 of that year. (This was the third teachers' strike in B.C.) The BCTF later investigated the learning conditions in Powell River and some other districts where referendums were defeated, and found that the quality of education in those districts had deteriorated.

By early 1972, disagreements between the BCTF and the government on various matters had reached such a state that, when the government introduced Bill 3 in the legislative session of that year, further restricting school board budgets — to 8 per cent above the Basic Education Program (rather than the previous 10 per cent), the BCTF announced that it would work toward the defeat of the government in the next election. (See "Bill 3 Campaign" below.)

The Representative Assembly meeting of May 1972 made a major change in the BCTF's policy on education finance. For years the federation had supported the property tax (for lack of any better form of local taxation) to finance schools so that local school districts could retain control of the school system. The idea was that the "last dollar" of taxation should be paid locally to retain that local control.

However, recognizing a growing resistance on the part of taxpayers to the property tax — shown, for example, in the defeats of the various operating cost referendums — the assembly adopted a policy (later endorsed by the AGM) calling for the financing of education from general revenue. The position was that education should be a charge on the whole economy rather than on property only, but that local control should be retained.

In the fall of 1972, a new government deleted the requirement for ratepayer referendum approval for any budget amounts over 8 per cent above the basic education program, and substituted a 2/3 majority vote of the board for any amounts above 10 per cent.

A three-year study by the Education Finance Committee resulted in the 1975 Annual General Meeting's adopting new policy statements on financing education. The policies proposed that financial support for the public school system be from a combination of provincial government grants out of general revenue and local property tax revenue and, further, that no part of this money be diverted to support private schools.

The new policy also proposed that the provincial government should progressively assume a greater share of the total cost of public elementary and secondary education. The immediate goal was to have the provincial government pay 80 per cent of the cost by 1980. Moreover, the policy called for legislation to guarantee some local control of the funding of education. This policy was substantially endorsed in the 1976 report of the McMath Commission of Inquiry on Property Assessment and Taxation, which recommended that the provincial government should consider committing itself to paying 75 per cent of the cost of the public school system within a period of five years.

From 1975 to 1978, however, the provincial share of public school costs decreased. Moreover, the government enacted the Independent Schools Support Act and made nine million dollars available in 1978 and again in 1979 to fund eligible private schools. Some 100 schools qualified. The federation, along with others, opposed this legislation since it provided funding to schools that were free from public control and accountability.

Increases in the basic levy, the provincial uniform education tax on all property, combined with expanded assessment rolls to produce a greater reliance on property taxes to finance education after 1975. The federation mounted several campaigns — one of them proposition FAIRTAX

in 1978 — to urge the provincial government to contribute a greater share of general revenue to education and relieve homeowner taxpayers of the growing tax burden.

In the spring of 1981 the government appointed two civil servants as a Committee to Examine the Effect of Rapid Rises in Homeowner Real Estate Values on School Taxation. A submission was presented to this body by the federation. The School Taxation Report (Fleming Report) produced in the fall by the committee recommended that a new program-based education finance system be developed. B.C. Teachers' Federation recommendations were largely overlooked.

On April 30, 1982 the Education (Interim) Finance Act was made law. Essentially it authorized the Minister of Education and cabinet to make arbitrary decisions on matters governing education funding until December 31, 1984. During that period a new act is to be prepared and revised after consultation with concerned groups such as the BCTF. The new act may incorporate elements of a program-based system recommended in the earlier report.

The interim act implemented a significant change in the taxation system. The provincial government "assumed responsibility for all non-residential property" for setting mill rates and distributing collected funds to school boards. With this expropriation of a traditionally local tax base, the provincial government claimed to be paying for 88 per cent of the cost of public school education in B.C.

The current legislation provides virtually total provincial control over local school board budgets and leaves school boards with little or no autonomy over education funding.

Pensions Campaign

The 1969 Annual General Meeting adopted a comprehensive statement of pensions policy that called for major improvements in teachers' pensions. In the fall of that year a brief was presented to the provincial government detailing the amendments the BCTF wanted made in the Teachers' Pensions Act. Despite repeated representations over the next few months, the govenment decided not to make any changes to the act at the 1970 sitting of the legislature. Teachers were incensed by this decision, and the BCTF mounted a major campaign over the next 12 months to attempt to win the legislative changes called for in the 1969 brief and a supplementary one submitted in 1970.

The 1971 sitting of the legislature passed major amendments to the Teachers' Pensions Act, significantly improving the pensions that long-service teachers could expect when they retired. A major disappointment, however, was that the increase granted to teachers already retired were very small. Because it had always been BCTF policy that any increases in pensions should go first to teachers already retired, and because this point had been reiterated in the 1969 brief, the BCTF tried to persuade the government to improve further the pensions of the retired teachers. Active teachers all over the province supported the federation's efforts to win additional benefits for the retired teachers. Their efforts culminated in a province-wide one-day strike on March 19 — the first province-wide teachers' strike in BCTF history — to focus public attention on the plight of the retired teachers. Despite all the efforts, the government made no change in its legislation. The BCTF continued its efforts to improve the pensions of retired teachers and to improve the pensions prospects of "short service" (who have fewer than 30 years of pensionable service) teachers.

Pension Changes

The New Democratic Party defeated the Social Credit government in the provincial election of August 1972. (See "Bill 3 campaign" below.) The spring 1973 session of the legislature made several significant improvements to the Teachers' Pensions Act. The gross differences between the pensions of long-service and short-service teachers were reduced; the averaging period was reduced from seven to five years; vesting was granted after 10 years; portability was extended to include all B.C. government-managed pension plans; discrimination between the rights of widows and widowers was removed; and the government agreed to increase its contributions to the pensions fund.

Legislation in the spring of 1974 and 1975 resulted in several more pensions improvements. Among the major ones were: escalation of pensions in line with increases in the Consumer Price Index, pensions of 2 per cent times years of service (maximum 70 per cent) for all teachers at age 60, retirement on 70 per cent pension at or after age 55 for teachers with 35 years of service, retirement between age 55 and 60 with reduced pensions for teachers with 10-34 years of service (escalation effective at age 60), government matching of teachers' contributions beginning in 1975.

Legislation in 1980 brought about the following improvements in the pension plan:

- reinstatement provisions improved for those who did not withdraw contributions;
- eligibility requirements for part-time teachers improved;
- each month in which a contribution is made is used to determine eligibility for benefits; full-time equivalent of contributory service is used in the calculation of the benefit;
- teachers receive service credit while on salary indemnity through a single contribution;
- transfer provisions improved;
- refund interest will be set by regulation;
- right to make a double contribution and receive service credit while on unpaid leave of absence;
- teachers and government contribute one per cent each to the Inflation Adjustment Account;
- teachers contribute an extra 0.5 per cent toward the cost of the basic benefits;
- government contributes an extra 2.2 per cent toward the cost of the basic benefits;
- pensions granted when salary limits were in effect and prior to the five-year salary averaging were increased in July 1981, and teachers and government will each contribute 0.1 per cent for eight years to pay for these increases.

However, the 1980 amendments also changed the indexing provision. Previously pensions were indexed each calendar quarter by the full increase in the Canadian Consumer Price Index. Effective January 1, 1982 pensions will be increased annually only to the extent of the funds in the special Inflation Adjustment Account.

Although the federation objected to this change in indexing, the government chose not to amend the act further.

Bill 3 Campaign

In the fall of 1971 the minister of education announced the provincial government's intention to limit the salary increases of teachers by not recognizing in its grants to school boards any increases in excess of 6.5 per cent, despite the fact that wage and salary earners in other sectors of the B.C. economy had been receiving increases of 8-9 per cent.

Teachers refused to bow to the minister's attempt to subvert the legislation contained in the Public Schools Act governing salary negotiations, and continued their attempts to pursue normal collective bargaining with school boards. Not surprisingly, salaries in most school districts were decided by arbitration boards, which awarded increases averaging 7.6 per cent.

The government was determined to control salaries, however, and amended the Public Schools Act in the legislative session of 1972 (by passing Bill 3) to make any increases above a "fixed per centum," to be announced by the government each year, subject to approval by local property-owners. The passage of Bill 3 effectively removed from teachers collective bargaining righhts that had been won only through years of struggle. The bill also placed further restrictions on school board spending, as noted in the "Education Finance" section above.

The legislation — the culmination of a dozen moves against education and/or teachers over a four-year period — was the last straw for teachers, and the BCTF adopted an anti-Social Credit position, announcing that its objective was the defeat of the government in the election expected in the summer. The Representative Assembly passed a levy of one day's pay on every BCTF member, this sum to be used to finance a campaign of publicity and political action, to peak during the election campaign. Later, the Annual General Meeting overwhelmingly endorsed the action of the assembly.

Other programs of the federation were reduced to a bare maintenance level, and most of the resources of the organization were committed to the campaign in the belief that the only way to improve conditions for education was to get rid of the government, which was obviously anti-education and anti-teacher.

A two-part program of action was planned. One part was the preparation of a province-wide newspaper and radio advertising cam-

paign; the second was the organization of local citizens' committees, formed to support particular pro-education candidates, at the constituency level.

Plans were severely disrupted late in June when two members, who were also active members of the Social Credit party, filed a writ against the federation seeking to have the levy ruled illegal. A few days later they applied for an interim injunction to prevent the BCTF from using levy monies for political purposes. An injunction was granted, pending trial of the case, prohibiting the federation from continuing to collect the levy and from using any of the levy monies in any way. The Executive Committee decided to appeal the decision but to abide by the court's prohibition. It therefore suspended all BCTF involvement in political action.

Following the Executive Committee's decision, a group of teachers (including most of the executive) formed a voluntary organization called the Teachers' Political Action Committee (TPAC). The group's objective was to continue the teachers' fight against the Social Credit government. It set out to collect funds voluntarily and to conduct a program similar to that planned by the BCTF.

The organization opened a small office in Vancouver, staffed with one paid stenographer and a host of teacher volunteers. It prepared and distributed a tabloid outling its objectives to every teacher in the province, held press conferences, organized telephone and contact committees and made every effort to reach and involve teachers in the campaign against the government. The media were keenly interested in the phenomenon of TPAC, and provided widespread coverage of the committee's activities.

In mid-July the expected summer election was called for August 30. TPAC sponsored a $25,000 radio advertising campaign, supported financially 35 provincial candidates for office, was instrumental in encouraging thousands of teachers across the province to take part at the constituency level as canvassers, sign painters, telephoners, scrutineers and leaflet droppers, and was also responsible for involving such other organizations as those of hospital workers and pensioners in adopting public stands against the Social Credit government.

The results of the August 30 election were surprising and satisfying! The government was rejected overwhelmingly by the electorate and the New Democratic Party was given a major mandate to rule, electing 38 members of the 55-seat house. Of the 35 individual candidates supported by TPAC, 32 were elected.

Although there was much speculation over the reasons behind the defeat of Social Credit, no one doubted that the opposition of the BCTF and TPAC had been a significant factor in unseating the government. Teachers had proved conclusively that they were capable of acting as an effective, cohesive political force within the province.

The NDP Government

One of the positive actions taken by the NDP government was the appointment of Mrs. Eileen Dailly, former elementary school teacher and school trustee, as the Minister of Education. Discussions with the new minister were frank, warm and constructive — in striking contrast to the tone of such meetings during the previous two decades.

The new government moved quickly to rectify the worst deficiencies in the school system. Supplementary grants in excess of half a million dollars were given to 28 school districts to alleviate the critical problems caused by the restrictive education finance formula.

The minister introduced policy ensuring that kindergartens would be available in every school district in the province. She created a special commission to review all aspects of education in the province and to make recommendations for improvement.

During the fall session of the legislature the minister introduced legislation to remove the former government's ceiling of 108% on local school board spending, restored the collective bargaining rights of B.C. teachers, eliminated the referendum requirement on teacher salary increases, and abolished corporal punishment in the schools.

Following an unsuccessful attempt at using a commissioner on education to elicit from the general public suggestions for changing education, the government issued in the spring of 1974 a white paper on education for public discussion. The federation and several of its local associations responded to the ideas outlined in the white paper.

. BCTF relationships with the Ministry of Education worsened throughout 1975. The slowdown in the reduction of class size was a major factor. Other concerns were proposals by the minister for zonal bargaining, lack of progress in getting a Teaching Profession Act, and the delay in implementing a better education finance formula.

A New Government

In December 1975 a provincial election gave the Social Credit party an overwhelming majority in the legislature, and the new government gave top priority to the province's deteriorating economy.

The provincial budget of March 1976 increased the province's share of education costs by 1 per cent, but because inflation was severe, the provincial share of education costs sank to 40 per cent. Maintaining the same standards of education as those of the previous year would have resulted in a $60 million increase to local taxpayers.

Through its local associations the BCTF conducted an informational campaign on the effects cutbacks by local school boards would have on education. The 1976 AGM added its support, and raised fees to set up a Quality Education Fund to finance the campaign. The campaign was successful, in that virtually every school district decided not to cut back, despite the reduction in provincial support.

In June 1976 the provincial government signed an anti-inflation agreement with the federal government, and announced that teachers' salaries, and those of all other public employees, would be reviewed by the federal Anti-Inflation Board. That review resulted in rollbacks of the increases teachers had won for 1976. The BCTF challenged in the Supreme Court of B.C. the rollbacks and the provincial anti-inflation agreement with the federal government.

The Supreme Court's decision was not in favor of the BCTF, which appealed the decision. Both the Supreme Court and the Court of Appeal upheld the legislation. The Supreme Court of Canada also upheld the legislation on references from other provinces.

Also in June 1976, the Public Schools Act was amended to change the status of principals, vice-principals and other supervisory personnel. These people are now "assigned" to their positions, rather than "appointed," and are subject to transfer from one assignment to another without "due process." Complaints by the BCTF resulted in the minister of education's announcing that he would establish transfer review committees to hear appeals against transfers that result in loss of position and salary.

In 1977 the provincial government introduced the Independent Schools Support Act. The BCTF, BCSTA, and the B.C. Home and School Federation all announced opposition to the principle of public funding for private and parochial schools. The 1978-79 budget provided $9,000,000 for grants to independent schools. It was estimated that those schools eligible would receive approximately $500 per pupil, with payments beginning August 1, 1978.

In 1978 the provincial government made a number of changes in the assessment system for property taxes, bringing assessments more closely in line with actual values. The impact on a number of taxpayers, where assessed values had fallen well behind property values, was significant. At the same time, the provincial levy for school taxes was again increased. The result of these changes was a great deal of unfavorable publicity about the cost of public services, and much of this was directed at school boards and municipal councils, rather than at the provincial government where it more properly belonged.

In June 1978 amendments to the Public Schools Act were introduced that provided for term appointments of principals and other supervisory personnel. These amendments were opposed by the BCTF as yet another weakening of the tenure position of certain groups of members. Other 1978 amendments improved some of the provisions in the act for salary arbitrations but forced one arbitration board on each zone in the province. This latter feature was also attacked by the BCTF.

In May 1979, following a provincial election, the Social Credit government was returned to power but with a significantly decreased majority. Certain issues in education were highlighted by the federation, particularly local autonomy, education finance and support for public schools.

The question of the integration of handicapped children into the mainstream of school life together with the appropriate funding of special programs remains one of the most significant issues in education in British Columbia.

The federation's campaign for proposition Fairtax (see section on "Education Finance") resulted in the achievement of almost all of the campaign's objectives.

General Secretary Retires

On July 31, 1973 C. D. Ovans retired from the position of general secretary, a post he had held since 1945, following three years as assistant general secretary. During his 31 years as a staff officer Charlie Ovans was recognized nationally and internationally as an outstanding leader in the work of teachers' organizations.

After an intensive search, the Executive Committee selected as the new general secretary Robert M. Buzza, a past-president of the federation with 18 years of experience in elementary and secondary education in the province.

In 1981 the Annual General Meeting amended the by-laws to change the title "general secretary" to "executive director."

Class Size Campaign

During the mid-1960s the BCTF waged a successful campaign against classes of more than 40 students. However, the last four years of the Social Credit government, which was defeated in 1972, featured severe restrictions on expenditures for education, and class size improvements were difficult to achieve.

The attitude of the New Democratic government (elected in the fall of 1972) to education was encouraging. In 1973-74 the federation mounted a major campaign to reduce the size of classes throughout the province, using the *Indicators of Quality* research conducted by Dr. Martin Olson at Columbia University. His work showed that smaller classes resulted in higher quality education because teachers were able to use more effective teaching styles than they could in larger classes.

The campaign, which relied heavily on local association presentations and briefs to school boards, attracted widespread public support. In the spring of 1974, following a one-day strike of Surrey teachers combined with strong BCTF representations to the government, the minister of education announced a three-year program to reduce the pupil-teacher ratio in the province by 1½ during each of the three years. The BCTF greeted the announcement enthusiastically, and committed the profession to the use of Olson's high-scoring teaching techniques.

The fall of 1974 saw the greatest improvement in the province's history in the pupil-teacher ratio. In October 1972 (the year before the federation's class-size campaign began) the average pupil-teacher ratio was 22.68; in October 1974 the figure was 19.82. This dramatic drop meant an addition of 3,700 teachers over the two years, a period during which there was only a negligible increase in enrolment.

Major improvements were made in the size of kindergarten and primary classes. Over the two-year period kindergarten classes were reduced by an average of 5.8 to 20.2, and primary classes by 4.9 to 23.6. Although other classes were also reduced, thousands of students were still enrolled in large (mid-30s) classes.

Early in 1975 the minister announced that economic conditions made it impossible for the government to stick to its original commitment, and that although the promised reductions in pupil-teacher ratio would be made, they would have to be accomplished over a longer period of time than the three-year period originally envisaged.

BCTF reaction to the minister's announcement was determination to do everything possible to achieve the reductions promised in 1974. The 1975 Annual General Meeting adopted a plan designed to win the 17:1 ratio the minister had originally promised for 1976-77.

The 1975 AGM also endorsed a set of formulas for staffing schools, based on the 17:1 ratio. The formulas provided enough teachers to each school to guarantee classes of a reasonable size and basic standards of library, counselling, administrative and learning assistance services. The formulas are intended to provide a greater degree of equality of educational opportunity. They were amended by the 1981 AGM to take into account teacher proposals for a 20-hour teaching week and the effect of mainstreaming students. The new basic formula is the same for elementary and secondary schools.

In 1975-76 the pupil-teacher ratio was further reduced to 19.14. This reduction added 900 people to the teaching force.

Action Plan '76 was a successful phase of the campaign. Further reductions in the pupil/teacher ratio were achieved. Improvements in class size continued as part of the continuing learning conditions program.

Since 1974, the provincial pupil/teacher ratio has been reduced to 17.29, effective September 1980. In spite of a decline of 32,814 full-time equivalent students during that period, 2,200 teachers have been added. Declining student population is expected to continue for three to four years, offering new opportunities and challenges to improve the quality of education.

Continuing improvement has been recorded in average class size since 1974 as follows (1974 figures are in brackets): kindergarten 17.4 (20.2), primary 22.6 (25.0), intermediate 26.4 (29.1), secondary 22.9 (24.8).

The 1978 program featured attempts by the federation to achieve Proposition FAIRTAX, a program developed by the Education Finance and Learning Conditions Committees and Declining Enrolment Task Force. Two of its objectives, removal of college costs from local property taxes and an increase in homeowner grant, were realized.

Presentations to school boards, the LC grievance procedure and especially the new tougher approach to expanding the scope of bargaining to include working and learning conditions items resulted in significant improvements in staffing levels and preparation time in many districts by 1982. The BCTF-Surrey School board kindergarten commission, appointed following a class size grievance in 1980, recommended a kindergarten class size maximum of 20 pupils, a position successfully put forward by many teacher locals.

Implementation of the province's restraint program and new Education (Interim) Finance Act could result in severe deterioration of staffing levels over the next few years. Locals will be monitoring changes and attempting to maintain existing staff and programs. In the spring of 1982 the BCTF estimated that several hundred fewer teaching positions would exist in September.

Judging Competence

The 1974 Annual General Meeting made several landmark deci-sions regarding the evaluation of the competence of teachers. Following a five-year study, a special task force submitted a comprehensive report to the AGM on the matter, proposing that the profession assume a major responsibility for judging the competence of its members.

The AGM decided that "the teachers of B.C. accept the responsibility of maintaining through a collegial process the competence of their colleagues," adopted procedures suggested by the task force for evaluating competence as one set of procedures to be used on a permissive basis, instructed the Executive Committee to seek legislation permitting the collegial evaluation of competence, and encouraged staffs of schools to evolve and implement on an experimental basis alternative procedures within the collegial model for evaluating competence.

Teaching Profession Act

Acting on the instructions of the 1973 and 1974 Annual General Meetings and the Representative Assembly, the Executive Committee submitted to the government in the fall of 1974 a draft of a proposed Teaching Profession Act. The purpose of such an act would be to give teachers more control over their own profession and the quality of service rendered by its members, while maintaining the public's control of education.

The draft was submitted for purposes of discussion only. Throughout the year changes suggested by individual teachers and groups of teachers throughout the province and by the 1975 Annual General meeting were made in the draft and conveyed to the minister.

Because the provincial government had changed in December 1975, the draft of the proposed act was submitted to the new deputy minister in the spring of 1976, and in 1977 to the Minister of Education.

In 1977-78 a subcommittee of the Joint Board of Teacher Education received submissions and prepared a report with recommendations for changes in teacher education and certification. One of the proposals was the formation of a board of teachers' certification, with the majority of the members being nominees of the BCTF. This recommendation was accepted, so one of the features of the proposed Teaching Profession Act was implemented.

Income Security

The 1975 Annual General Meeting expanded the traditional salary indemnity plan of the federation. Benefits went from $23 a day to a

schedule of benefits related to salary, and continued to be non-taxable. The period for which benefits are payable went from 75 to 175 days.

The fee allocation that finances the Salary Indemnity Fund was changed from $5 to 0.2 per cent of salary (maximum salary of $30,000). The 1979 AGM increased the maximum salary to $40,000. The 1982 AGM increased the maximum salary to $50,000.

The SIF benefit schedule and complete regulations are found on page 36 of this booklet.

The 1982 AGM adopted a policy position that the federation should operate its own long term disability salary continuance plan. The details of that plan will be considered by the Representative Assembly, and the plan should be in effect by September 1984.

Collective Bargaining

Formal labor/management relations in B.C. school districts began in an atmosphere of conflict. In Victoria in 1919, newly organized teachers went on strike for two days in a salary dispute. This strike caused the government to introduce legislation permitting school boards to negotiate with teachers and allowing submission of unresolved disputes to voluntary arbitration. When a local school board in New Westminster refused to take a salary dispute to arbitration in 1921, the teachers called a strike and ultimately won their demands.

Amendments to the Public Schools Act in 1937 permitted either party to demand binding arbitration of unresolved salary disputes, thereby inserting compulsory arbitration into the school labor relation system. With only minor modifications this arrangement has remained in force since then.

In 1958 significant procedural changes were incorporated in the legislation. Conciliation became compulsory and the conciliator was obliged to submit unresolved disputes to binding arbitration. The revised legislation specified a mandatory timetable for negotiation, conciliation and arbitration that requires these processes to begin by September and end by December of each year for the ensuing year's agreement.

Following the release of the white paper on education in 1974, an all-party legislative committee held public hearings on the collective bargaining procedures used by teachers and trustees. The BCTF and many local associations made representations to this committee urging extension in the scope of bargaining and the retention of individual district autonomy in bargaining. Trustees, on the other hand, urged that the committee recommend legislation for provincial bargaining, with no extension in scope.

The nearly unanimous recommendations of the committee were presented during the spring and were incorporated into the Public Schools Act by the legislature in the spring of 1975. The major change affecting the bargaining procedure was the provision for the minister to take the initiative in grouping districts into zones for collective bargaining purposes, but with the proviso that the teachers' association and school board of each district would have the right to choose local bargaining by withdrawing from any zone recommended by the minister.

Beginning in 1972, a varying number of districts in the Okanagan undertook a voluntary zonal arrangement for bargaining, an arrangement that has continued. Following legislative changes in bargaining for 1976 agreements, similar zones were tried in the East Kootenay and South Vancouver Island regions, but were not repeated in the following year.

In October 1975 the federal government announced anit-inflation guidelines while teachers were in the middle of negotiations for 1976 salary agreements. Although these guidelines did not apply to B.C. teachers at the time, they substantially reduced the level of increases. In June 1976 the provincial government formally placed teachers under the guidelines, with retroactive effect for the full year.

The three years of the anti-inflation program had a pronounced effect on salary increases.

Amendments to the School Act introduced in June 1978 provide for unresolved salary disputes in all the school districts in any zone to be handled by a single arbitration board.

At the 1980 AGM the federation decided to make the achievement of full bargaining rights a major priority. The convention clearly indicated that salaries and bonuses were no longer sufficient issues for bargaining and that it was necessary to bargain for all terms and conditions of work. As a result, local associations began pressing boards to negotiate items other than salaries and bonuses.

In Nanaimo, Courtenay- Comox and Vancouver Island North job actions were initiated by the locals as part of this campaign. Extra-curricular bans and work-to-rule were the forms of job action used. In each case gains were made. Under the threat of job actions the Burnaby board also made concessions to teachers and some other boards did the same without the teachers having to resort to job action.

At the 1981 AGM the federation made the achievement of full bargaining rights its number one priority and began to intensify its efforts toward this goal.

Shortly after, the teachers in Terrace reacted to long standing grievances in personnel and other areas and withdrew services for a one-day study session. Demands centered on personnel practices contract, and the defence of two principals transferred to teaching positions. Work-to-rule did not cause the school board to alter its position and the teachers decided to begin rotating strikes. Mediation by the Ministry of Education resulted in a personnel practices contract and a due process agreement for the principals, thus averting strike action.

Failure of the board to live up to its part of the due process agreement and continued disregard for teacher rights resulted in the teachers striking on June 12. Under pressure of the strike and massive community hostility the board accepted the teacher demands and an agreement was reached on June 19. The six-day strike was the longest in the federation's history and the total gains of Terrace teachers were significant for all teachers in B.C.

The 1981 bargaining campaign achieved substantial improvements for teachers. Many expanded scope items were negotiated into various forms of agreement, ranging from a single contract in two cases to second contracts, policy ties in agreements, policy addenda, letters of accord or liaison/policy. Included among these were clauses covering noon-hour supervision, non-instructional time, grievance, personnel practices, leaves and improved professional development funds.

In addition, the bargaining yielded average salary increases of 17.25 per cent. New bargaining structures were established in most locals — bargaining committees comprising representation from working and learning conditions, economic welfare, status of women and professional development. The BCTF created a new Bargaining Division, which replaced the former Learning Conditions and Econmic Welfare divisions, and which reflected the assertion of the right to collective bargaining for all terms and conditions of employment.

Accomplishments of the Federation

Among the many accomplishments of the federation have been the following: major salary increases, tenure protection, a pension plan and several major revisions thereof, sick leave, educational leave, detached duty, leave of absence, salary indemnity payments, benevolent fund loans and gifts, group life insurance, travel insurance for all members while on BCTF business, free legal advice, free legal service (subject to certain conditions), registered retirement savings plan, salary continuance plan.

Lessons aids, in-service education activities (many of the costs being shared or paid by school boards), provincial specialist associations, the centring of teacher education programs at the universities, the right of teachers to run for public office, the right of collective bargaining, summer session programs for teachers at the universities, regional and provincial conventions, improvements and teacher involvement in curriculum, textbooks and resource materials, the provincial advisory committees on curriculum, the BCTF Resources Centre, an information service, educational research projects, smaller classes, curriculum development at the local level, Project TEACH and PRIDE.

Improvements in teacher qualification standards, the code of ethics, the closing of schools for regional conventions and other in-service activities, major studies of both economic and professional matters, assistance to teachers in developing countries, the development of staff committees, the use of auxiliary school personnel to assist teachers, liaison with the universities, greater awareness of racial and sex discrimination and more involvement of women in BCTF affairs, medical coverage for teachers, and the economic benefits provided by the B.C. Teachers Credit Union and the Teachers' Investment and Housing Co-operative.

The BCTF has progressed from an organization motivated primarily by economic concerns to one that is prepared and willing to assume greater responsibility for educational decision-making in the province.

BCTF Presidents

1917-18 J. G. Lister*
1919 H. Charlesworth***
1920 (to July) J. R. Pollock*
1920-23 J. G. Lister*
1923-24 G. A. Fergusson*
1924-25 E. S. Martin*
1925-26 E. H. Lock*
1926-27 G. W. Clark*
1927-28 W. H. Morrow*
1928-29 T. W. Woodhead*
1929-30 G. S. Ford*
1930-32 Ira Dilworth*
1932-33 C. G. Brown*
1933-34 C. L. Thornber*
1934-35 J. R. Mitchell***
1935-36 R. P. Steeves*
1936-37 Wm. Morgan*
1937-38 J. N. Burnett
1938-39 J. M. Thomas*
1939-40 J. H. Sutherland**
1940-41 P. N. Whitley*
1941-42 W. R. McDougall
1942-43 A. T. Alsbury
1943-44 R. B. Stibbs*
1944-45 F. J. McRae*
1945-46 B. C. Gillie
1946-47 C. J. Oates**
1947-48 F. P. Lightbody
1948-49 T. M. Chalmers
1949-50 H. D. Dee*
1950-51 D. G. Chamberlain
1951-52 J. A. Spragge
(Did not serve; joined BCTF staff)
1951-52 L. J. Prior***
1952-53 R. R. Smith*
1953-54 W. V. Allester
1954-55 Hilda L. Cryderman
1955-56 J. Phillipson
1956-57 I. D. Boyd***
1957-58 Mollie E. Cottingham*
1958-59 H. N. Parrott
1959-60 R. B. Cox
1960-61 W. H. Janzen**
1961-62 K. M. Aitchison
1962-63 H. M. Palsson
1963-64 F. J. Cairnie
1964-65 Isobel A. Cull
1965-66 R. G. Kaser
1966-67 J. H. Robertson
1967-68 R. M. Buzza
1968-69 T. Hutchison
1969-71 J. W. Killeen**
1971-73 A. G. Robertson
1973-75 J. D. MacFarlan
1975-77 G. W. Broadley
1977-79 P. T. Brady**
1979-81 A. Blakey
1981-83 L. Kuehn

**Deceased*
***CTF President*

Affiliations

The BCTF is affiliated with the Canadian Teachers' Federation and, through it, with the World Confederation of Organizations of the Teaching Profession.

PROVINCIAL TEACHERS' ORGANIZATIONS

Affiliated with the Canadian Teachers' Federation are the provincial teachers' organizations listed below, with the name and address of the secretary.

Canadian Teachers' Federation:
Secretary-General,
110 Argyle Avenue, Ottawa, Ontario K2P 1B4

B.C. Teachers' Federation:
R. M. Buzza, Executive Director,
2235 Burrard St. Vancouver, B.C. V6J 3H9

Alberta Teachers' Association:
Dr. B. T. Keeler, Executive Secretary,
11010 - 142nd St., Edmonton, Alberta T5N 2R1

Saskatchewan Teachers' Federation:
General Secretary,
P.O. Box 1108,
Saskatoon, Saskatchewan S7K 3N3

Manitoba Teachers' Society:
W. Pindera, General Secretary,
191 Harcourt Street, Winnipeg, Manitoba R3J 3H2

Ontario Teachers' Federation:
W. A. Jones, Secretary-Treasurer,
Ste. 700, 1260 Bay Street, Toronto, Ontario M5R 2B5

Provincial Association of Catholic Teachers:
R. R. Dobie, Secretary-General,
2005 St. Marc Street, Montreal, Québec H3H 2G8

Provincial Association of Protestant Teachers of Quebec:
84J Brunswick Boulevard,
Dollard des Ormeaux, Québec H9B 2C5

New Brunswick Teachers' Association:
Wayne Nightingale, Executive Director,
Box 752, Fredericton, N. B. E3B 5R6
and

L'Association des Enseignants Francophones
du Nouveau-Brunswick:
Ronald LeBreton, Directeur Générals
CP 712, Fredericton, N.B. E3B 4B5

Nova Scotia Teachers' Union:
Norman Fergusson, Executive Secretary,
P.O. Box 1060, Armdale, Halifax, N.S. B3L 4L7

Prince Edward Island Teachers' Federation:
J. L. Blanchard, General Secretary,
Box 6000, Charlottetown, P.E.I. C1A 8B4

Newfoundland Teachers' Association:
W. O'Driscoll, Executive Secretary,
3 Kenmount Rd., St. John's, Nfld. A1B 1W1

Northwest Territories Teachers' Association:
Blake W. Lyons, Executive Director,
Professional Building, Box 2340,
Yellowknife, N.W.T. X1A 2P7

Yukon Teachers' Association:
Rosemary Harper, Secretary,
200 - 107 Main Street, Whitehorse, Y.T. Y1A 2A7

AFFILIATED WITH ONTARIO TEACHERS' FEDERATION

Ontario Secondary School Teachers' Federation:
L. Morris Richardson, General Secretary,
60 Mobile Drive, Toronto, Ontario M4A 2P3

Federation of Women Teachers' Association of Ontario:
Dr. Florence I. Henderson, Executive Secretary,
1260 Bay Street, Toronto, Ontario M5R 2B8

Ontario Public School Men Teachers' Federation:
Ross Andrew, Secretary-Treasurer,
1260 Bay Street, Toronto, Ontario M5R 2B8

Ontario English Catholic Teachers' Association:
Rev. O.M.I. Kavanagh Executive Director,
1260 Bay Street, Toronto, Ontario M5R 2B4

L'Association des Enseignants Franco-Ontariens:
Jacques Schryburt, Secretaire Général,
Ste. 202, 1427 Ogilvie St., Ottawa, Ontario K1J 8M7

NOT AFFILIATED WITH CANADIAN TEACHERS' FEDERATION

Centrale de L'enseignements du Québec,
2336 Chemin Ste.-Foy,
Quebec City, Québec G1V 1S5

Canadian Teachers' Federation

CTF is a federation of the provincial and territorial teachers organizations, founded in 1919 by Harry Charlesworth, first general secretary of the B.C. Teachers' Federation, and E. K. Marshall of Manitoba. It is incorporated under the Canada Corporations Act. The members of the federation are the organizations, rather than individual teachers.

The policies and activities of the federation are determined by an annual general meeting.

Delegates are appointed by the member organizations according to a formula that seeks to compromise between proportionate representation and the partial equalization of voting power.

Between annual general meetings, the affairs of CTF are administered by a board of directors, to which member organizations appoint one or more representatives, depending on the size of the organization.

The objects of CTF are:

(i) to advance the cause of education and the status of the teaching profession;

(ii) to serve the interests of members by:

(a) acting as the collective voice of teachers at the interprovincial federal and international levels;

(b) facilitating the sharing of ideas, knowledge and skills;

(c) providing assistance on request, when not inconsistent with policy;

(d) fostering research;

(e) co-ordinating and conducting international assistance;

(iii) to co-operate with other organizations, in Canada and elsewhere, sharing similar goals.

To communicate with CTF, write Secretary-General, Canadian Teachers' Federation, 110 Argyle Avenue, Ottawa, Ontario K2P 1B4.

B.C. teachers who became CTF presidents are: the late Harry Charlesworth; the late Jim Mitchell, West Vancouver; John Sutherland, Vancouver; Cress Oates, Vancouver; the late John Prior, Burnaby; the late Ian Boyd, Vancouver; Wes Janzen, Surrey; Jim Killeen, West Vancouver; Mike Heron, Kitimat; Pat Brady, Prince George.

Canadian College of Teachers

The Canadian College of Teachers was instituted on February 1, 1958 after two years of exploration by a committee of the Canadian Teachers' Federation into the possibility of establishing a professional and scholarly organization. The college's objectives are: to serve as a learned society within the teaching profession; to promote the continuing academic and professional growth of teachers; to provide a clearing house for the dissemination and evaluation of new ideas in education by members of the college; to improve the quality of education in Canada.

Membership is granted when the council (executive) is satisfied that the applicant is eligible in accordance with the conditions of admission and when the registration fee is received.

To be eligible for admission as a member, a candidate must have fulfilled the following requirements:

(a) hold a permanent teaching certificate valid in Canada.

(b) hold a degree from a university acceptable to the college.

(c) be in active service in teaching or in administration in the field of teaching, and under the field of teaching, and under the employ of a Canadian authority.

(d) where circumstances permit, be a member in good standing of a provincial or territorial teachers' organization.

(e) be involved in educational, professional and community activities that reflect credit on the teaching profession.

Provision is made in the constitution for another class of member-ship. After at least two years and in accordance with requirements set forth in the constitution, a member may apply to become a fellow of the college.

The membership fee for 1982-83 is $42.50.

Application forms may be obtained from the Secretary-Treasurer, Canadian College of Teachers, 5908 92nd Avenue, Edmonton, Alberta T6B 0S4 or from J. Graham MacKinnon, 3869 W. 34th Ave., Vancouver V6N 2L2.

School Districts, District Superintendents, Secretary-Treasurers

Note: This list was accurate at time of printing. Changes may have been made since that time.

(1) District Superintendent (2) Secretary-Treasurer

Abbotsford (No. 34) — 2790 Tims Street, Clearbrook V2T 4M7 — 859-4891
(1) H. Sayers (2) R. A. White

Agassiz-Harrison (No. 76) — Box 69, Agassiz V0M 1A0 — 796-2225
(1) R. Welch (2) G.A.R. Forde

Alberni (No. 70) — 4690 Roger St., Port Alberni V9Y 3Z4 — 723-3565
(1) C.R. Moss (2) J.C. Wright

Armstrong-Spallumcheen (No. 21) — Box 430, Armstrong V0E 1B0 — 546-3031
(1) J. T. Ross (2) A.G. Kines

Arrow Lakes (No. 10) — Box 340, Nakusp V0G 1R0 — 265-3638
(1) S. R. Ladyman (2) N. Kuhn

Burnaby (No. 41) — 5325 Kincaid St., Burnaby V5G 1W2 — 299-0611
(1) Dr. E.E. Froese (2) P. Boyle

Burns Lake (No. 55) — Box 2000, Burns Lake V0J 1E0 — 692-7141
(1) P.F. Strettan (2) J. W. Dallamore

Campbell River (No. 72) — 425 Pinecrest Rd., Campbell River V9W 3N9 — 287-8385
(1) D.E.A. Eldred (2) D. Tymchuk

Cariboo-Chilcotin (No. 27) — 350 N. Second Ave., Williams Lake V2G 1Z9 — 392-3345
(1) M. Scott (2) F.C. Harkies

Castlegar (No. 9) — Box 3220, Castlegar V1N 3H5 — 365-7731
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(1) G. J. Tagg (2) A.W. Stuart-Hill

Code of Ethics

The Code of Ethics articulates those general rules of conduct particular to the teaching profession in its obligation to provide a high standard of service.

1. The teacher speaks and acts toward pupils with respect and dignity, and deals judiciously with them, mindful of their individual rights and sensibilities.

2. The teacher respects the confidential nature of information concerning pupils and may give it only to authorized persons or agencies directly concerned with their welfare.

3. The teacher recognizes that a privileged relationship with pupils exists and refrains from exploiting that relationship for private advantage.

4. The teacher is willing to review with colleagues, students and their parents the quality of service rendered by the teacher and the practices employed in discharging professional duties.

5. The teacher directs any criticism of the teaching performance and related duties of a colleague to that colleague and only then, after informing the colleague of the intent to do so, may direct in confidence the criticism to appropriate officials who are in a position to offer advice and assistance.

6. The teacher acknowledges the authority and responsibilities of the professional organization.

7. The teacher adheres to collective agreements endorsed by the professional organization.

8. The teacher does not apply for or accept a position arising from an unjust dismissal or unresolved dispute.

9. The teacher, as an individual, or as a member of a group of teachers, does not make unauthorized representations to outside bodies in the name of the federation or its local associations.

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IMPORTANT BCTF DATES

October 31	Deadline, applications for Hilroy Awards
October 22 - 23	Fall Representative Assembly
November 15	Deadline, applications for Project Overseas
December 15	Deadline, resolutions for 1983 AGM
December 31	Deadline, nominations for Honorary Life Membership
January 31	Deadline, receipt of nominations for Executive positions for 1983-84
February 3 - 5	Winter Representative Assembly
February 20	Deadline, nominations for G. A. Fergusson Memorial Award
April 3 - 6	Annual General Meeting
June 2 - 4	Spring Representative Assembly

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